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ABSTRACT

An economics project for third grade children is described and lessons for teaching basic economic concepts are provided. In the first semester, students studied basic economic concepts; in the second semester, they learned about the origin, production, and distribution of rice and poultry and how these products affect the local and state economies of Arkansas. Lessons, which are described in the report, involved students in many activities, such as reading and discussing books, analyzing movies, and preparing a mini-factory. At the end of the year, the students created and produced an original play based on their economic study. Throughout the project, many outside resources were used. For example, parents, grandparents, and friends involved in the poultry industry from labor to management shared their knowledge and experience. A Filipino student from the University of Arkansas explained labor of the Philippines in comparison to the technology of the U.S. farmer. High school members of the Future Farmers of America served as mentors and made presentations to the students. Questions selected from the "Primary Test of Economic Understanding" were administered on a pre- and posttest basis. Significant advances were recorded. (RM)

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PROJECT ECONOMIC STEW:
A STUDY OF POULTRY AND RICE

A Third-grade Economics Project

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SP 014 600

INTRODUCTION:

For many years Arkansas's economy has been largely dependent upon two agriculture products: poultry and rice. I had become increasingly aware of the important role that one of these products, poultry, plays in our community. More importantly, during the year 1981-82, I noticed that the families of most of my students were either directly or indirectly dependent upon the poultry industry. This knowledge, combined with a balanced mixture of children, both in learning styles and ability levels, sparked the idea of creating an economic stew.

Results of the 'Primary Test of Economic Understandings' given as a pre-test at the beginning of the fall semester, revealed that the students in my room had an adequate background for understanding economics. The children were eager to begin the project and soon my classroom was an economic kitchen. Before preparation began there were some basic rules of the kitchen which had to be learned. Concepts of scarcity, specialization and especially a new vocabulary were the first measuring units to be mastered. Basic economic concepts were reinforced by viewing the weekly television series 'Pennywise' and selected films from the 'Trade Off' series.

During the second semester we concentrated on an in depth study of poultry production and how it affected the economy of Northwest Arkansas. We also researched the production of rice and found that Arkansas is a leading producer of this product because of the geography, topography and accessable waterways of the Eastern Plains.

Many resource people assisted and enriched our project. Former students who were members of the Future Farmers of America club served as mentors and parents of the class members who were professors in the school of agriculture at the University of Arkansas were guest speakers. Other parents of students who owned small farms and were employees of large enterprises shared their knowledge and expertise on the subject of poultry and/or rice production. We supplemented classroom learning with a field trip to a local hatchery where we saw mass production of poultry.

By the middle of the second semester students were productively engaged in researching the origin, production and distribution of these two products which place Arkansas number one in the nation and take us into the international trade market. As the end of the year approached, we pulled our productive resources together and created an original play based on our economic study. It demonstrated understanding and application of complicated concepts. Our project brought the world into our classroom. It extended information and provided entertainment for our families, friends and invited guests. It took the classroom into the community when our play aired

over open channel television.

GOALS AND OBJECTIVES:

My long range goals for 1981-82 were three fold. The first was to teach my students 'How to Learn' by presenting lessons on appropriate levels of learning and to allow for a variety of learning styles. Secondly, I wanted the children to gain a 'Love of Learning' and to have a positive attitude toward self, work and citizenship. Lastly, I wanted them to be able to recognize and apply basic economic concepts and democratic principles in daily living. I taught to the following objectives.

The students will be able to:

A. Differentiate between goods and services.

B. Identify and classify Productive Resources.

C. Catagorize Capital Goods as durable and non-durable.

D. Demonstrate ability to comprehend and apply the concept of extending resources by specializing, dividing labor and using modern technology (machines in the classroom).

E. Recognize the need for group cohesiveness by writing a social contract and electing class officers.

F. Discriminate between producers and consumers.

G. Demonstrate that productivity depends on human knowledge, skill and work attitude.

H. Demonstrate understanding that scarcity exists because there are limited resources.

I. Identify Opportunity Cost as the alternative given up when choosing between competing alternatives.

J. Solve problems by using the five steps of economic analysis.

K. Demonstrate understanding that a democratic society guarantees a voice in the market and freedom to run for elected office.

L. Demonstrate understanding that Arkansas enjoys a comparative advantage compared to other states in our country.

M. Demonstrate understanding that communication with other people increases knowledge, improves understanding and usually results in mutual respect.

N. Demonstrate that the system of specialization requires the combined services of many people which leads to interdependence and creates a need for world trade.

O. Demonstrate ability to transfer and apply economic concepts by creating an original dramatic production based on research and study.

Early in the year I began to teach basic economic concepts in short, structured lessons. I followed sound principles of learning and used appropriate instructional skills. The format for the initial teaching stated the specific concept and objective. I taught to the objective through a series of steps: explanation, questions, and responses. The lessons were culminated with activities appropriate for reinforcement, practice and/or evaluation of the learning. The careful presentation of the initial learnings served to prevent gaps in understanding the structure of the parts of our economy. Later in the year students were able to comprehend the reaction of one segment of the economy stimulating another segment as they transfered their knowledge. The introductory lessons were designed to identify and define economic terms to be used synonymously with familiar words for goods and services in our learning environment. Application of this new language generated enthusiasm as the children discovered new relationships in the world around them. We applied economic vocabulary to all areas of the curriculum. For

example, we used the five steps of economic analysis to predict solutions to problems presented in stories from the basal reading series. We labeled events in literature in terms of economic concepts. The following lessons (lessons A and D) are examples of the format described above.

LESSON A. Objective: The students will demonstrate an understanding of the difference between goods and services.

On the first day of school some children failed to bring pencils (tools) needed for doing (producing) their school work. I capitalized on this situation by defining a pencil as a capital good, necessary for producing work. The word 'pencil' was written on a card cut in the shape of a fish, which had a magnetic tape on the back. It was placed in a box marked GOODS. I asked a student to sharpen some new pencils saying: "You are providing a service when you sharpen pencils." The words 'sharpening pencils' were written on fish shaped cards and dropped into a box marked SERVICES. The children were asked to name other goods and services and these words were also dropped into the appropriate boxes. Following a session of questions and answers the children were asked to write other words and place them in the correct boxes. Those who failed to place the words in the correct boxes were helped and given the chance to place their cards in appropriate boxes.

The final activity of this lesson was a worksheet. Children were asked to circle pictures of goods with a red pencil and pictures of services with a blue pencil. They were told to expect

a check up at the end of the day.

Movie "We Want Goods and Services" #1629
Movie "The Mailman (Public Goods and Services) #865
Filmstrip "Primary Economics" BFH, 1973 #330

LESSON D: Objective: The students will be able to categorize goods as capital durable or non-durable goods by touching the correct machine when asked to do so. Machines in our room include: record player, cassette recorder, and film strip machine.

I began in August by telling the students that we would use machines daily in our class. Some of them had very little experience handling machines and were unfamiliar with the correct names of the various machines. I described durable goods as those expected to last a year or longer, and those that would be consumed in less than a year as non-durable goods. We talked about how machines would save time (a very scarce resource) and provide a fun way of learning. We played the game "fish" as described in Lessons A and B by writing names of capital durable and non-durable goods on tagboard cards shaped like fish. Students were transferring concepts introduced in Lessons A through C and applying them correctly. This lesson was extended over several days. Students took turns identifying and touching capital goods in the classroom. They were applying concepts taught accurately.

We selected the record player as the machine to be described and demonstrated. Students listened as I taught the specific steps of the correct use of the record player. One machine was introduced and demonstrated at a time. Just before the Labor Day weekend, I read the book Labor Day by James Marnell. The children

were shocked to hear about the child labor of long ago. They were surprised that little children worked in factories. We talked about the jobs that children do today and I explained about a custom in my class where the children assume responsibility for the care and up-keep of the classroom. They wanted to know all about this idea and were very interested in applying for jobs. I asked them to think about it over the week-end and talk with their parents about the goods and services they provide. The students returned to school the Tuesday after Labor Day, excited and ready to talk about their parents' jobs. They were more interested in the job they wanted in the class. The jobs available included: Audio-visual Technician, Animal Caretaker, Fish Keeper, Librarian, Calendar Attendant, Supply Patrol, Inspector, Assistant Teacher and many others. Students served for two week periods as specialists providing services and extending resources. At the end of two weeks the new assistant teacher hired a new crew of workers from job applicants and they moved in a circular flow.

Activity: Students demonstrate ability to operate and care for audio-visual machines (capital durable goods) as they provided services needed in presenting films.

Activity: Play the game "Fish" using names of the machines used in the classroom.

Activity: Movie, "We Want Goods and Services" #1629.

Student specialists (human resources) role played in jobs as producers of goods and/or services which were described in Lesson D. This modified simulated game created a circular flow of producers and consumers which remained in effect for the entire year.

Early in the year I read The True Book of Freedom and the U. S. Family by Paul Witty and You and Democracy by Dorothy Gordon to my students. We then formed a mini-democracy and elected class officers. We wrote a Constitution on Constitution Day. This combined a blend of democracy and authority. Our class became a living/learning laboratory with value orientation at the center of the learning process. Students observed daily peer interaction for examples of value qualities worth modeling. Charts similar to those shown below were created and displayed in the room.

Raising hands for attention	A
Electing class officers	Feeling sorry for people
Saluting the flag	F
Protecting friends	Entertaining little sisters
Entering the room quietly	Calling sick friends
Creating a Constitution	Telling people you care
Taking jobs	Inviting vistors in
	O
	Noticing good deeds

During the second semester we discussed plans for our study of poultry and rice. We decided to hatch baby chicks at Easter time as a culmination to our project, but impatient children anxious to share their knowledge of poultry production changed the course of our study. Early in March a little girl and her grandfather, who worked at a local hatchery, appeared at the classroom door with fertile eggs

due to hatch at periodic intervals. We immediately began to learn about the free enterprise system as jobs were created to provide for the needs of the chicks. A father was called and he brought a cardboard box and a light bulb. Several children worked to build a home for our baby chicks. Other students accepted jobs pounding pellets into mash with our class gavel. Others assumed responsibility for morning and afternoon feedings while a little girl accepted employment changing the water. Children gladly accepted work cleaning the incubator twice a day as a break from regular class routine. I became chicksitter at night for one small chick in need of special care. Our class had reached full employment without trying. Some people put in overtime on week-ends and early in the morning before school had begun.

Students began to bring eggs of all sizes. They gave demonstrations to prove their predictions about the contents of the interior of the eggs, especially the yokes. Our project had not officially begun and things were already out of hand. It was definitely time to get organized, set goals and prioritize time.

Early in the yeer I had assessed ability levels and learning styles and I thought I could predict with accuracy which students would emerge as leaders, but a secret ballot election proved me wrong. A student who had competed in the county and state fairs was elected Director of Project Economic Stew. A shy little girl, a migrant student who traveled over the state with her parents, became Mapmaker Chairperson and two avid readers were elected to Current Event Coordinator and Research Supervisor respectively. The job of Bulletin Board Coordinator was placed in the capable hands of an artistic student and a little girl who displayed domestic

qualities, was made Editor of our chicken/rice cookbook. Third graders exercised their right to vote and remembered to elect people with appropriate qualifications rather than voting for friends.

The Director of Project Economic Stew made construction paper folders for members of his executive committee and scheduled meetings, resource speakers, and activities to launch our study of Arkansas's agriculture products. Bulletin boards immediately began to reflect the efforts of the Research and Current Events Committees' efforts to gather information on the subject. Map-makers came to class early in order to enlarge sections of our state map to show products, roads for transporting the products, and waterways that give Arkansas a comparative advantage in getting products to consumers in far distant lands.

The world of business came to our classroom as resource people demonstrated their capital goods related to both large and small scale poultry production. A father of a student and sales-person for a large poultry producer reported on the history of a large enterprise. He used a fact sheet and spent several hours telling the children about all stages of production, processing and distribution of poultry. He culminated his visit with a tasting party. The children observed and helped him to heat poultry products in a microwave oven which provided many new experiences for some of my children. Before leaving our class he invited us to the hatchery where we all observed mass production that staggered the imagination of even the parents who accompanied us on the trip.

Seniors from our local high school who were members of the Future Farmers of America Club offered to serve as mentors. The

sponsor, a high school teacher, came and met with our executive committee to make specific plans. He marveled at the information the children had already gathered and scheduled four lessons to be presented on specific days. Our calendar was marked so that we would be ready for the demonstrations, movies, and reports. The interaction of highschool students who had been in my room nine years earlier and my third graders was an enriching experience and mutually beneficial to all people. It bridged gaps between small children and older students who traveled to school on the same bus.

A professor from the University of Arkansas Extension Services brought rice samples to our class. He explained the modern seeding, fertilizing and harvesting methods used in our country where advanced technology is an accepted fact. He informed the children about soybeans, another important Arkansas crop, and brought some of its by-products for the children to see.

A Philippine student from the university visited our class to demonstrate rice planting in a less developed country where carabou and human beings are the primary source of labor. This gave us a chance to compare our modern methods using high technology with methods requiring long hours of backbreaking work by human resources.

My students corresponded with the American Rice Council and received fantastic materials and activities related to rice production in America. The children wrote letters of appreciation to resource people and corresponded with the family of our Philipino visitor.

The information gathered from all sources equipped my students with knowledge that enabled them to comprehend and appreciate

large scale poultry production. When we went on our field trip it raised their level of comprehension to unexpected levels of learning beyond the mere acquisition of knowledge.

The end of the year was close at hand and we decided to apply our five steps of economic analysis to prioritize the remaining time left. We decided to create a play using all the information we had learned about rice and poultry production. Opportunity Cost had a new meaning as children sacrificed one choice for another. Standing committees of Project Economic Stew redesignated jobs. The Research and Current Events Committees joined forces with the Mapmakers to decorate the background for our play. They created more scenery as needed. Enlarged sections of Arkansas were reassembeled and superimposed over a larger map of the United States. These maps provided the center focus for our backdrop. The maps represented the relationships between the environment and products in our market economy. They introduced the audience of our play: "Chickenomics and the Traveling Rice-grains" to various characteristis of Arkansas. They showed where rice originally arrived in our country on the shore of Charleston, South Carolina. This was revealed in our play as students dramatized the arrival of a ship blown off course while enroute to England from Madagascar. We also traced the waterways and highways which showed routes used for transporting our products to the consumers. Pictures and symbols defined the location where rice and poultry are grown. By examining in a parallel fashion such factors as family life, transportation, culture and environmental conditions, students were able to compare various elements of our economy such as trade and interdependence. Songs for our play related factual

information about our two principle products. At this stage in the year my children were totally involved at full employment. Special invitations were designed by a little boy who used yellow rickrack and colored rice to decorate the front cover. They were written and mailed by the Secretary of Project Economic Stew. Family members, friends, and invited guests created a full audience for two performances of our play. Children who had produced simple construction paper costumes, written songs, and scripts enjoyed the rewards of their productive labor. They gained a sense of well being, dignity and pride in their state as they dramatized the application of high level economic concepts. The classroom learning was taken into the community through open channel television when our play was aired on several occassions.

EVALUATION:

Specific, unbaised questions selected from the Primary Test of Economic Understanding (PTEU), produced by the Joint Council for Economic Education, were administered on a pre and post test basis. Significant advances were recorded. Pre test scores - 10% of the class scored 75% or above; post test - 65% scored 75% or above, two students had perfect scores.

Short teacher made tests were used periodically. Traditional evaluation by percentage and grades were not considered to be the primary measures of success in this project. It was an action oriented endeavor and placed major emphasis on the 'social' of Social Studies which encouraged academic and social interaction. Evaluation was an ongoing process.

Informal observations by parents and teacher noting changes in student performance and attitude were the criteria considered most important. Children who demonstrated low level performance at the beginning of the year and those who seemed to have affective blocks to cognitive learning became leaders exhibiting self-worth as they gave reports, demonstrations, campaign speeches, etc.. They discovered skills in art and map making as they interpreted information learned on field trips and from resource people.

Self-evaluation by students indicated maturity of judgement as students switched roles in our dramatic production right up to the day of our performance because they wanted an improved product.

I interpreted this as an absolute measure of success and truly the rewards of productive labor.

CONCLUSION:

Feedback from parents reacting to our project was positive. It drew the school and community closer together. Parents who interviewed their children to learn more about our involvement, expressed appreciation for this action oriented project. They felt it had increased their children's appetites for relevant learning and left them with a hunger for more economic education that would provide basic skills necessary for productive roles in the job market. Some parents marveled at the number and complexity of concepts they themselves had learned. Our Economic Stew was ready to be served.

A

BIRD'S EYE VIEW

of

AN ECONOMIC STEW

A

STUDY of

POULTRY and RICE PRODUCTION

in

ARKANSAS

by: THIRD GRADE STUDENTS
ASBELL ELEMENTARY SCHOOL

Teacher: PENNY FOX
FAYETTEVILLE, ARKANSAS

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Foreword

Penny Fox is a master teacher who strives for excellence for her students as well as for herself. She is not willing to treat school subjects separately, but constantly considers how the world fits together into a productive and satisfying life.

Students in Mrs. Fox's classroom this year profited both in cognitive and affective skills in all academic areas through the study of the production of locally produced poultry and the more distantly produced rice.

The comprehensive documentation of the year's work is evidence of the high quality of teaching and learning which took place in Mrs. Fox's third grade at Asbell Elementary School in Fayetteville, Arkansas this past year.

Henrietta Holcomb

Henrietta Holcomb
Assistant Superintendent
for Elementary Education

July 8, 1982

Project Overview:

This project was a year long study of the basic economic concepts through two very important agricultural products of Arkansas, chickens and rice. It was planned to develop a strong understructure of economic understanding during the first semester by using economic language in a general sense, then to focus in on chickens and rice for the second semester to show the effect these two products have on our daily lives.

The children of the third grade at Asbell Elementary School in Fayetteville, Arkansas were given much freedom, with guidance, to make choices through the democratic processes as to the content and method of learning. Discovery was an important aspect of the learning style. Economics was the common denominator in teaching of all the disciplines.

The culminating activity was a play produced and directed by the students. It was a demonstration of the depth of understanding they had gained during the year.

I. INTRODUCTION:

A. GEOGRAPHIC DESCRIPTION

The gentle rolling hills of Northwest Arkansas makes the area ideally suited for the growing and processing of chickens. Likewise, the fertile soil of the Grand Prairie in Eastern Arkansas makes that area ideally suited for the growing and processing of rice. Arkansas leads the nation in the production of these two agriculture products. This project by my third grade class at Asbell Elementary School in Fayetteville, Arkansas will focus on the economics of chickens and rice to the local area, the state, and to the nation.

My children are aware of the poultry industry in the area because of the abundance of chicken houses, old and new - - large and small spread throught the countryside. Many of the parents work directly or indirectly in the industry. Tyson Foods, Inc., a leading poultry processor, is headquartered within five miles in the neighboring city of Springdale, Arkansas. It employs more than 8,300 persons including all related jobs, i.e. transportation, etc.. The children, however, have little understanding of the complex relationship between the actual cost of producing chickens in the chicken houses and the price the consumer pays for them in the store - - after production, processing and distribution costs are added. They do, however, see the relationship between the work (labor) they do building a cardboard incubator for baby chicks and the finished product, a home for the chicks.

B. RESOURCE PEOPLE

The school of Agriculture of the University of Arkansas,

which is located in Fayetteville less than a mile from our school, conducts extensive research in the growing and processing of rice. Personnel from the university are always eager to assist and participate in activities of the public schools.

Dr. Tom McKinnon, Professor of Economic Education and Director of the Bessie Moore Center for Economic Education offered his services. Dr. Philip Besonen, who directs the Economic Workshops during the summer in addition to his teaching duties in the School of Education, University of Arkansas, encouraged me to pursue the project.

I had lived in the Philippine Islands where I collected many artifacts and photographs of the production of rice by man labor in this underdeveloped country. I was enthusiastic about sharing the information and providing extra incentive for this project by extending it to a short introduction of international trade. A Filipino student from the University of Arkansas was available as an additional resource person to explain labor of the Philippines in comparison to the technology of the United States farmer.

Parents, grandparents, and friends involved in the poultry industry from labor to management were readily available to share their knowledge and experience. In fact, the children became so enthusiastic wanting their parents to participate that it became a chore to get them scheduled.

In addition, the Future Farmers of America (FFA) members from Fayetteville High School served as mentors to my students. They made four different presentations on agriculture products of the state using graphs, charts, maps, and activities relevant to third graders. This proved to be mutually beneficial.

I wanted to use the wealth of information and resources at my disposal to show my children how technology and capital equipment have affected agriculture production both in species and ways of producing. I wanted to present concepts to show relationshps between these industries which place Arkansas Number One in the nation and show how they influence local economy today. I wanted my students to gain a better appreciation of the role our state and country play in world trade.

II. BACKGROUND:

A. SCHOOL DESCRIPTION

Asbell Elementary School is a twenty year old school (k-6) with fifteen self-contained classrooms and approximately four hundred students. It is located in Fayetteville, Arkansas which has a population of about 36,500. Asbell, along with seven other elementary schools in the district, gained North Central Association accreditation in 1980.

B. SCHOOL PHILOSOPHY

The Fayetteville School District allows flexibility for teachers to practice the art of teaching - - encourages the philosophy of teaching students "how to learn" - - believes in development of dignity and self-worth of the individual. The school accepts the responsibility for providing a climate which promises appropriate opportunities for all. The fulfillment of this promise and these beliefs requires continuning adaptation to a complex pluralistic society. Because of the school system's philosophy and its awareness of the need for quality teaching to meet consumer demands in a changing world, it became committed to a statewide program for the improvement of teacher effectiveness. PET* (Program for Effective Teaching), as the program is called, is based on a series of publications written by Dr. Madeline Hunter. The program translates complicated theory into practice and helps teachers to interpret and use more complex knowledge in daily planning and decision making. The program supports efforts to mix and match teaching and learning styles. Major emphasis of this program is on instructional skills where the educational institution is concerned. It encourages the use of THE TAXONOMY OF EDUCATIONAL OBJECTIVES IN THE AFFECTIVE AND COGNITIVE DOMAINS, prepared by a committee of

*Fayetteville adopted the acronym STEP meaning State Teacher Effectiveness Program.

Indiana University Examiners, and edited by Benjamin J. Bloom. The specific steps of the PET model became my model as I planned and instructed my students. It helped me to develop a questioning strategy that identified appropriate conceptual levels for each student and enabled me to teach to objectives at levels of performance beyond the mere acquisition of knowledge.

In 1980 our School District became committed to the Developmental Economic Education Program (DEEP), initiated by the Joint Council on Economic Education. It was natural for me to consider teaching economics through a project this year.

C. CLASS DEMOGRAPHY

When I met my students on the first day of school, I thought, 'what a beautiful economic stew we could brew'. There were twenty-five bouncing third graders. The ingredients were present and the mixture of eight and nine year olds just right for a perfect stew. My intention to simmer on low for a short while came to a rapid boil when I discovered instructional reading levels from lower second grade to fifth grade reading ability. On a free reading level, eight children had specific reading disabilities or affective blocks to congnitive learning, four enjoyed free reading on fifth to eighth grade levels, while the others were low average to average. The main ingredient that encouraged me to continue with our stew was the student's committment to start sizzling with work. Student personalities and interests provided the special spices needed. The final ingredient for perfect seasoning was the wide variety of socio-economic backgrounds represented in the class. Over half of the parents of my children were either directly or indirectly engaged in agriculture related jobs.

Some students helped at home with work on small farms and others were actively preparing for county and state fair competition. Two parents were students at the University of Arkansas. Four parents were teachers either in the public school or at the university. Several grandfathers worked in enterprises producing poultry, rice or eggs. Others worked for firms that depended upon those industries. One third of my children were from single parent homes and many from low income families which necessitated both parents working. Current economic conditions created an immediate need for teaching concepts of scarcity and wise decision making. I would have to teach vocabulary in a learning by doing process using our familiar environment and goods used daily to keep learning relevant. When the background was built, I could then begin to teach concepts in job orientation. When we were ready, we would launch an in dept study of Arkansas agriculture products.

D. CURRICULUM CONCERNS

Curriculum concerns from the early nineteen fifties came to my mind, so I decided to follow the advice I read in Teaching The Gifted by J. J. Galligar:

1. Teach the basic structure of the discipline.
2. Have students approach the subject matter as a specialist would.
3. Introduce important concepts at as early an age as possible.

Our currently adopted text is Social Studies, Scott, Foresman and Company, 1979. I am happy with this text because it addresses all disciplines through seven themes: Diversity, Interdependence, Power, Self-identity, Socialization, Change, and Choice. It also provides for all ability levels. Choice making is the underlying theme which helps to build economic concepts in the third grade text. Since economics is everywhere and children must deal with choice making daily,

it is unrealistic to shelter students from economic realities.

Just a generation ago our fragmented curriculum, divided into small courses and based on tradition rather than rational insight, was compared by J. L. Mursell to "mountains of food available in America, but few well planned meals," as quoted from The Gifted In Socio-educational Perspective, edited by T. Ernest Newland.

E. TEACHING PHILOSOPHY

I believe our world to be interdisciplinary and a resource for children's learning. As such it becomes necessary for learning to go beyond the classroom by bringing the world into the classroom or taking the children into the world. I decided to infuse economics into all areas of the curriculum throughout the year with special emphasis in the areas of agriculture. Parents became our very special resource people. The first semester was devoted to specific short term activities that introduced the basic economic concepts. Economics became the common thread which wove the curriculum together. I believe that stumbling blocks to understanding economics are not as folklore would have us believe, - - that lower socio-economic status students and girls do not do well in economics. Research indicates scholastic achievement to be the main factor for economic literacy. Advanced students are reported to do better in economics. It was highly unlikely that any of my third graders would comprehend the ultimate complex relationship between the product (human knowledge) and the services they provided as they produced class assignments. Third graders need more tangable and immediate evidence of productive output as a result of their input. They understand that their efforts as specialists in charge of media and materials fulfills an immediate need for those goods and services. I do believe a well planned and

skillfully executed program in the primary grades allows time for important concepts and skills to grow and develop into more complex understandings as children mature. For example, we can't wait until high school to teach decision making skills. Students need time to learn and practice these skills because they will be eligible to cast votes in national elections at the age of eighteen.

III. GOALS AND OBJECTIVES

My long range goal for 1981-82 was to teach my students 'how to learn' and to present the skills necessary for independent learning. I hoped to instill a love of learning and a positive attitude toward work and citizenship.

My idea was to approach my goal through the teaching of basic economic concepts and the principles of democracy. I planned to establish a strong understructure of economic language during the first semester and guide the student toward a study of two important agriculture products of our state in the second semester.

OBJECTIVES:

A. The students will demonstrate an understanding of the difference between goods and services.

B. The students will be able to identify land and trees (Natural Resources) by responding correctly when asked specific questions.

C. The students will be able to write Labor correctly and identify it as a Human Resource.

D. The students will be able to categorize goods as Capital Durable and Non-durable Goods.

E. The students will demonstrate understanding of the notion that people attempt to extend resources through specialization and technology by dividing the labor. They will realize that special skills and/or education are necessary to do a job well.

F. The students will recognize that when people join together in search of common goals, the need for group cohesiveness is best answered by written agreements and elected leaders, guaranteed

in a democratic society.

G. The students will be able to differentiate between producers and consumers and to understand that most people are consumers. They will understand that productivity depends on a good work attitude and human skills (knowledge).

H. The students will demonstrate understanding that scarcity exists because resources are limited.

I. The students will demonstrate the ability to solve problems by applying the five steps of economic analysis.

J. The students will demonstrate understanding that living in a free enterprise system and a democracy insures, among other things, the right to a voice in the market, and freedom to run for elected office.

K. The students will demonstrate an understanding of the comparative advantage that Arkansas has over other states and countries because of its favorable topography and geography.

L. The students will learn that communication with people increases knowledge, improves understanding, and developes mutual respect.

M. The students will understand that the system of specialization requires the combined services of many people which leads to interdependence and creates a need for world trade.

N. The students will demonstrate the ability to apply and transfer economic concepts by creating an original dramatic production based on their research findings.

IV. INTRODUCTION OF BASIC ECONOMIC CONCEPTS:

LESSON A. Objective: The students will demonstrate an understanding of the difference between goods and services.

On the first day of school some children failed to bring pencils (tools) needed for doing (producing) their school work. I capitalized on this situation by defining a pencil as a capital good, necessary for producing work. The word 'pencil' was written on a card cut in the shape of a fish, which had a magnetic tape on the back. It was placed in a box marked GOODS. I asked a student to sharpen some new pencils saying: "You are providing a service when you sharpen pencils." The words 'sharping pencils' were written on fish shaped cards and dropped into a box marked SERVICES. The children were asked to name other goods and services and these words were also dropped into the appropriate boxes. Following a session of questions and answers the children were asked to write other words and place them in the correct boxes. Those who failed to place the words in the correct boxes were helped and given the chance to place their cards in appropriate boxes.

The final activity of this lesson was a worksheet. Children were asked to circle pictures of goods with a red pencil and pictures of services with a blue pencil. They were told to expect a check up at the end of the day.

Movie "We want Goods and Services" #1629
Movie "The Mailman (Public Goods and Services) #865

LESSON B: Objective: The students will be able to identify land and trees (natural resources) by responding correctly when asked questions.

In this lesson I asked students to take out their capital goods. Those who took out pencils were rewarded with a stamp on their paper. As other children got their pencils out we discussed what pencils were made of. They responded "wood". I asked the children where the wood came from and they responded "trees" correctly. I asked where trees were found. They said outside in the dirt. I corrected wrong answers by saying, "do you mean the tree was lying down in the soil?" They responded, "no, growing in the soil". They corrected their incorrect use of the word from dirt to soil. I defined a tree growing in the soil as a natural resource. When asked to name other resources, many correct answers were given. They were written on a cardboard fish which had a magnetic tape on the back. The cards were placed in a glass fish bowl. I told the students that we would play fish the next day and I showed them a stick with a magnet attached to a string. It served as a fishing pole. I told the students I would prepare other word cards and pictures for our fish game.

Activity: Draw a picture showing where trees come from. Label the picture with the words Natural Resource. I labeled the soil as a natural resource.

Movie: "Our Productive Resources (Natural Resources Emphasized) #1631

LESSON C: Objective: The students will be able to write the word labor and identify it as a HUMAN RESOURCE.

Movie: "Why Fathers Work"

Following the movie students were asked another name for fathers. Some children responded, "men", and others said, "people". I asked the students for other names for people. After many answers such as "girls", "kids", and "boys", finally one of the children said, "Oh, I know, you mean human beans." After writing the word correctly and pronouncing it all the students wrote the words: people, human beings, (Human Resources).

Activity: I gave out the pictures of the trees children had drawn the day before and I was surprised to see them label the people as human beings. Those who had not drawn people in their picture, began to draw people. I then allowed the children to play fish. I had added some pictures and words of people on our cardboard fish and placed them in the bowl. They were anxious to play and categorized the pictures correctly, i.e. Natural Resources or Human Resources. Lists were made on the chalk board as the children fished. When a student made a mistake he/she had to throw the fish back. The person who caught the most fish was the winner of the game. The pictures that children had drawn were placed on the bulletin board.

Movie: "Classifying" #6805

LESSON D: Objective: The students will be able to categorize goods as capital durable or non-durable goods by touching the correct machine when asked to do so. Machines in our room include: record player, cassette recorder, and film strip machine.

I began in August by telling the students that we would use machines a lot in our class. Some of them had very little experience handling machines and were unfamiliar with the correct names of the various machines. I described durable goods as those expected to last a year or longer, and those that would be consumed in less than a year as non-durable goods. We talked about how machines would save time (a very scarce resource) and provide a fun way of learning. We played the game "fish" as described in Lessons A and B by writing names of capital durable and non-durable goods on tagboard cards shaped like fish. Students were transferring concepts introduced in Lessons A-C and applying them correctly. This lesson was extended over several days. Students took turns identifying and touching capital goods in the classroom. They were applying concepts taught accurately.

We selected the record player as the machine to be described and demonstrated. Students listened as I taught the specific steps of the correct use of the record player. One machine was introduced and demonstrated at a time. Just before the Labor Day weekend, I read the book Labor Day by James Marnell. The children were shocked to hear about the child labor of long ago. They were surprised that little children worked in factories. We talked about the jobs that children do today and I explained about a custom in my class where the children assume responsibility for the care and up-keep of the classroom. They wanted to know all about this idea and were very interested in applying

for jobs. I asked them to think about it over the week-end and talk with their parents about the goods and services they provide. The students returned to school the Tuesday after Labor Day, excited and ready to talk about their parent's jobs. They were more interested in the job they wanted in the class. The jobs available included: Audio-visual Technician. Animal Caretaker, Fish Keeper, Librarian, Calendar Attendant, Supply Patrol, Inspector, Assistant Teacher and many others. Students served for two week periods as specialists providing services and extending resources. At the end of two weeks the new assistant teacher hired a new crew of workers from job applicants and they moved in a circular flow.

Activity: Students demonstrate ability to operate and care for audio-visual machines (capital durable goods) as they provided services needed in presenting films.

Activity: Play the game "Fish" using names of the machines used in the classroom.

LESSON E: Objective: The students will demonstrate understanding of the notion that people attempt to extend resources through specialization and technology by dividing the labor. They will realize that special skills and education are necessary to do a job well. We reviewed the ideas learned in the book Labor Day.

When the students returned after the Labor Day week-end, they were bubbling with enthusiasm for jobs. Their excitement was somewhat dampened when they discovered that a pre-requisite to job acceptance involved reading books on career/jobs desired. We talked about job descriptions and how additional knowledge would enable them to become more efficient and better providers of services and thus able to meet consumer (student) demands for goods and services. We listed jobs available ranging from teacher's assistant to audio-visual technician. Excitement became contageous as the children raced to check out books on Libraries, Post Offices and care of Gerbils. (See Scrap-book) Job applications were made available but closure to this lesson was not appropriate. Children began reading with a definite purpose, checking books out of our room and the school library. The class assisted the teacher in writing job descriptions and learned how to fill out job applications.

Activities: Movie: "People Our Most Valuable Resource"
and "Everyone Helps In a Community"

LESSON F: Objective: The children will recognize that when people join together in search of common goals, the need for group cohesiveness is best answered by a written agreement and elected leaders, a freedom guaranteed in a democratic society.

Movie: "Who needs Rules" #1703

Suggested Books: The True Book of Freedom and the U. S. Family by Paul Witty. You and Democracy by Dorothy Gordon.

After reading the suggested books listed above to my students, it was not necessary to state the need for a constitution that would help our class to be responsible, fair and just citizens. They were motiviated by these books to request a Constitution. We read in the Teacher's Almanac that September 15 was Constitution Day, so we decided to create and sign our written document on that day. We made positive statements which reflected high standards and values. It was particularly interesting to the class, but not to one little girl who loved to talk loudly and added a statement to our constitution that would come back over and over again to haunt her through the year. She was a good natured student and laughed every time she yelled out of turn and someone would remind her that she was the one who said "respect begins with 'R' and I believe we should Raise our hands for recognition before speaking."

We made a value chart for "Respect":

Raise hand for attention
Elect officers
Salute flag
Protect friends
E
Create a Constitution
T

Students observed social interaction to discover examples of

affection, well-being and other values. Positive statements were written on the chalk board and value clarification discussions during class meetings provided time for selection those appropriate for displaying on charts.

A new student who entered our room late in the year asked, "where is this Constitution thing? Everyone tells me that what I'm doing is unconstitutional." Our Constitution was one of the best things we did to start our year out right.

LESSON G: Objective: The students will be able to differentiate between producers and consumers and to understand that most people are producers and all people are consumers. They will understand that productivity depends on a good work attitude and partly on human skills (knowledge).

Movie: "Why People Have Jobs"

Shortly after our Constitution was written students began to request permission to report on books they had read as a pre-requisite to to job selection. After reporting to the class, they were given job applications. If students were chosen for a job, their name was placed in a circular flow on the bulletin board which pleased them very much. Rachel Weaver reported on three books that she had read to qualify for Librarian. I was amazed when she explained the difference between pure and applied science as she pointed out bees nests, fossils and a rice plant hanging in plastic bags. The children were shocked that she referred to "that man named Dewey who wanted to make finding books easy for us, so he started the number system stuff". Needless to say Rachel was our first Librarian and started our mini-library by carding and categorizing the books.

Alan Stevens reported from two books on the care of Gerbils. His report was so good that I offered his services to the first grade teacher, Mrs. McChristian, who was so impressed that she let her students adopt some of our many baby gerbils. Alan got Mrs. McChristian's children started off and became known as the school authority of animal care. As mentor and specialist his services were used throughout the year. Students in our room were especially motivated by jobs and work.

They rotated jobs every two weeks and became hostile with me if we failed to have class meetings on Friday each week, where they gave service reports and directed the class to improve their habits in various areas of the room. After a student held a job, he/she was given a short evaluation sheet by the assistant teacher.

Sample of questionaire:

1. What work did you do_____?
2. How much training did you have to have_____?
3. What tools, machines or other goods did you use_____?
4. Did you work with:

   people_____?

   paper or books_____?

   machines_____?
5. Was it necessary for you to get along with people_____?
6. How did you like your job_____?
7. Did you feel better when you were doing your job_____?
8. Would you like the same job again_____?
9. What other kind of job would you like to have_____?
10. What did you learn from your job_____?

Some jobs were more prestigious than others but all job holding created enthusiasm for most of the children. They became very irritated with me when we ran out of time and didn't rotate jobs every two weeks. They even threatened to fire me. On occasions, they really wanted to fire people who failed to do a good job of having machines and materials ready on time. They made weekly service reports in our class meetings and evaluated how well they discharged their duties or assumed responsibility. One day I announced that the weather

report wouldn't be given as the weather man was absent, when a student jumped to his feet and said, "Oh, yes, there's a report, Matthew asked me to substitute for him. He called me last night."

We talked about workers of the United States being the highest paid and most productive in the whole world. Students learned from experience that job holders are accountable and that how they perform helps to determine whether they will be accepted for positions in the future. Attitudes toward work never waivered and jobs were in demand to the last day of school. Work attitudes were excellent.

The students understood that they were <u>producers</u> of goods and services that all students consumed the goods and services.

LESSON H: Objective: The students will demonstrate understanding that scarcity exists because resources are limited.

I read the book Why We must Choose by John Maher. We talked about the necessity of making wise choices because of limited resources. Heidi Olney recalled a previous lesson about all the products that are produced from trees. She asked how we could cut them down for furniture, houses, and pencils, but still have trees. I explained that for every tree cut by big companies three more were planted. I further explained that I had learned this particular fact when I visited International Paper Company during a workshop on Economic Education.

It was mentioned that the pine trees we could see from our classroom window were our state tree. We decided to have a closer look. Several students picked up pine cones from under the trees. As we were returning to class it occurred to Sherri Jordan that pine cones would make good witches. It was very near Halloween, so we decided to produce them. We needed the pine needles for a broom, and twigs to serve as broom handles. It didn't occur to anyone that we had nothing from which to make the head. The next day, Heidi Olny prepared our mini-factory. She divided the labor: One group cut pine needles, and taped them to twigs, while another group cut witches hats from felt. They complained about the hardships one suffers in such dull factory work, especially without modern machinery. We prepared our assembly line only to learn there were no heads: Scarcity had reared its ugly head. I agreed to bring acorns for our assembly line the next day, but in the meantime production came to a standstill.

Activity: Prepare a mini-factory and produce new items using only scrap materials.

Activity: Produce a hand made book on the subject of using throw-away materials for producing new products.

It so happened on the day the children discovered a scarcity of material that shut down the witches' assembly line, the sponsor of the FFA (Future Farmers of America) club from the local high school was in our building. Actuallly, he was seeking classes in the elementary schools where his club members could provide a service by presenting talks on various agriculture products. We invited Mr. Lenny Rice, the sponsor of FFA, into our class. The students seized the opportunity to tell him about the pine trees and the witches they were making from the pine cones. the discussion expanded to other products of Arkansas. Mr. Rice was eager for his students to prepare lessons and present them to our class. The visit proved mutually beneficial. He returned on a later date to hear reports from our executive board members, officers of Project Economic Stew.

LESSON I: Objective: The students will demonstrate the ability to solve problems by applying the five steps of economic analysis.

Our Economic Stew began to bubble at a listening center where students were competing for the use of scarce goods. Everyone enjoyed singing along with the record, Chicken Soup and Rice while they read the book. Slow learners enjoyed a feeling of success at this center.

It was my intention to allow advanced readers to produce cassettes of books for slow learners. Several students had already produced some recordings. It was a difficult task and required evaluating their product to ensure adequate speed and voice control. The task committment necessary in this activity challenged the more capable children. I prepared analogies and Bloom's level questions to accompany the recordings. (See Scrapbook)

Several children had found some blank filmstrip tape on the shelf and wanted to produce hand-made filmstrips. Other students wanted to produce their own books. The demands for capital goods and teacher's time created a great problem which was accompanied by frustration and arguments. My economic stew was turning into a royal mess and something had to be done. An emergency meeting of the class was called to do something about it. The problem was stated and to add to the already confused state of affairs, David Morgan once again capitalized on the occassion to say, "We always keep getting into other things when all I want to do is study about Arkansas." I explained that the study of Arkansas would come in the fourth grade. David, whose mother was terminally ill, was not happy with my explaination so I permitted his concern to be listed as an alternative to be considered by the class. We agreed to view a film on problem solving before attacking our problem.

Movie: "Malcolm Decides and We Decide", trade off series numbers 2 and 3

The children recalled a lesson from Pennywise series which dealt with limited resources and opportunity cost. (No. 2) We decided that a grid would help us see the problem more clearly. We placed all our wants on the chalk board and decided that we should put them into priority order. We used our five steps of economic analysis which remained posted in our reading area at all times:

1. State your problem.
2. Identify goals.
3. Consider alternatives.
4. Analyze the consequences.
5. Select the best solution in terms of goals.

Criteria/ Alternative	Satisfied Consumers	Happy Producers	Everyone Learning
Write Orignal Books	-	-	+
Produce Hand-made Filmstrips	-	-	+
Produce Cassette Recordings	-	-	+
Study Arkansas Products	±	+	+

As we discussed the problem and the alternatives, we marked the grid according to the consensus of the class. The children agreed that they could learn from the final decision of any one of the alternatives. They were not happy with the order of the list, but figured that perhaps David's idea about Arkansas would hold the greatest amount of learning for the greatest number of students. Most children agreed that in the long run we would all profit from a study of the

economics of Arkansas which influence our daily lives. The children got swept up in the study sooner than they or I expected. The listening center was no longer in demand, as the students could use it for production of their tapes on a first come, first serve basis. Some took books home to record, many recordings were produced and it was amazing to me to discover that this was an area of success for slower learners, for they too began to produce recordings. (see scrapbook)

Movie: "Choosing What to Buy" #7048

"We Make Choices" #1630

LESSON J: Objective: The students will demonstrate an understanding that living in a free enterprise system and a democracy insures, among other things, the right to a voice in the market place and the freedom to run for elected office.

Following the class meeting where the students made the decision to study the economics of the state, the excitement began to climb. At subsequent meetings we narrowed the study to the production of two agriculture products (poultry and rice) in which Arkansas leads the nation. In order to prevent complete chaos due to the excitement, we observed the need for more organization and leadership development.

I reviewed the ideas presented in the book You and Democracy and explained that people interested in holding public office in our country may present their names for nomination. The children were encouraged to consider running for offices in 'Project Economic Stew'. Every child in the class was interested in running for some position. Three persons ran for each of eight jobs. At this particular time in the year there were exactly twenty four students in the class. We talked about the voting machines we had observed during the year when they were placed in our school at election times. I explained the value of a campaign speech and a little publicity so long as no false promises were made.

We listed offices needed in the project and accepted nominations for: Director, Secretary, Current Events Coordinator, and Chairpersons for Map Making, Bullentin Boards, Art, Play Writing and Research. That afternoon advertising posters appeared on the walls and the children were ready for campaign speeches. I encouraged the children to work on their speeches at home. We ended the week with an election by secret ballot.

Movie: "The Job is Yours"

Each day at Social Studies time the committees met and made assignments. Students were bringing in current events by the score for the Current Events Coordinator who passed them to the Bulletin Board Persons. Complaints from Alan Stevens, who was in charge of the Bulletin Board, brought our Director, Danny Hays, into action. He made folders for each Chairperson and called an Executive Board meeting. From this day on Danny was in charge and gave directives accordingly. A calendar of events was prepared and all activities had to be processed through the Director.

The children began to bring eggs to school. We had a deluge of eggs; every size and kind of eggs from bantam to goose eggs. The children usually had a point to make or an experiment to perform. Parents got into this phase of our study and never a day passed that some parent didn't appear at our door. Bulletin board persons learned to have all articles from the Current Events Committee placed into a box until they were ready to deal with them. It seemed to me that too many cooks could have spoiled or stew, but the Director allowed another committee to be formed when Cathy Harp decided to become Editor of a Chicken and Rice Cookbook. She drew a chicken for the outside cover of the cookbook and began to copy recipes on dittos so that everone could have a cookbook.

The committees continued to meet during Social Studies time. The classroom was a hub of activity from before school in the morning until after it had officially ended in the afternoon. Children voluntarily took committee assignments home with them. Another ingredient for the 'Economic Stew' had been prepared.

LESSON K: Objective: Students will demonstrate an understanding of the comparative advantage that Arkansas has over other states and countries because of its favorable topography and geography.

I asked the children to look at their Arkansas map and trace the eastern boundary with their fingers. We looked at the Mississippi River and discussed how it creates a winding boundary for Arkansas. We talked about the development of our waterway systems and the Arkansas River in particular and the subsequent increase in river traffic that allows us to become more competitive in pricing crops, and provide an alternate dependable source of transportation to the railroad and trucking industries. We knew that transportation was a major economic problem and will continue to be in the future. For example, Arkansas is the number one exporter of rice in our country, selling 40% of all that is shipped overseas. As we studied the map of Arkansas we could see that the outline of the Mississippi River, and we began to understand why conditions were so favorable to rice production.

We read that rice is a thirsty plant that grows well in the rich fertile soil of the Grand Prairie and the Delta of Eastern Arkansas. Here a slit loam of stiff blue clay with an impervious layer four to six inches under the surface, is ideal for rice cultivation. This heavy clay layer, familiarly known as 'hard pan', does not easily break up under the ordinary plow, and it holds water to cover the rice plant's roots in a pool behind low levees arduously shaped from the same heavy clay. We talked about how these conditions were created by natural disasters. The contrast of the mountainous Ozarks in Northwest Arkansas and the lowlands of Eastern Arkansas provided an excellent opportunity for map skills practice.

Activity: Each student was given a map of Arkansas and asked to color and label the topography and products associated with each section.

We divided the map into sections and map makers enlarged each section using an opague projecter. Many lessons were learned as children discovered the importance of proper placement of the machine to insure equal size of sections - thus insuring a large replica of Arkansas as a final product

We heard of a Filipino student, Alexander Serra, at the University of Arkansas. He agreed to come to our class as a resource person. He was reluctant to appear at first, but when I told him I would bring artifacts and pictures of the rice planting story he agreed to come. He used the materials I had collected while living in the Philippines to aid in his description of the planting and harvesting of rice. He described the caraboa as a beast of burden and source of transportation used for carrying produce and people to open air markets. He described the process of tying the animal to a pole to thrash the rice by walking around and around over the rice stalks. He also described the rainy season and the general climate of the country.

We shared with Alex the information that we had collected about the rice growing in our state. We told him that we used to produce rice the same way as he described, but that rice began to make the big move from a labor intensive crop to a highly mechanized one in the early part of 1940, and has grown steadily until our state has become a leading producer. Alex was happy he had come, and he gave us his home address in the Philippines before leaving.

Members of the Future Farmers of America from Fayetteville High School were scheduled to make a presentation on agriculture. They were shocked at the wealth of information the class had accumulated through the Map Making Committee. They showed a movie, "His Arkansas Land", and made oral reports to reinforce and extend our understanding of the impact that topology and technology has on agriculture. They

left activity sheets for the students from the Food for America Program, prepared by the National Agri-Marketing Association. (see scrapbook)

Activity: The Bulletin Board Committee asked people to begin work on a mural showing rice production in the United States and the Philippine Islands. The Secretary requested that students write letters to the family of Alexander Serra.* The children wrote letters to Alexander's family in the Philippines and received pictures and letters in return.

*Answers to student's letters arrived from Alexander's parents with pictures included after school was out in June. (see scrapbook)

LESSON 2: Objective: The students will learn that communication with people increases knowledge, improves understanding and develops mutual respect.

An abundance of resource people at the beginning of our project took us on a circular flow as parents, local high school students and specialists from higher level educational institutions responded to our needs for information on the subjects of poultry and rice. The quality of our learning increased as we saw technology, specialization, and mass production which led to interdependence and a need to trade as we toured a large enterprise...Tyson Foods. This knowledge took us on a imaginary trip into foreighn countries where tradition holds a strong influence on their economic systems. The world came into our class as my students listened to descriptions of under-developed countries where consumer demands are for goods more than services. Students began to understand that government intervention in the market causes our system to be a somewhat mixed economy, as we read that our President had found it necessary to place an embargo on exports of agricultural products to Russia, a command economy. Respect for humble people of less developed nations was an outgrowth of a resource speaker from the Philippines.

Students were interacting and functioning on higher levels than I had ever anticipated as different worlds, ideas, and people came together in our classroom.

The students then switched roles and assumed those of resource persons when they visited Professor Tom McKinnon's Economics class at the University of Arkansas. His class of future elementary teachers observed as my class of third graders showed clearly their knowledge and understanding of complicated economic concepts.

Through the process of a demonstration lesson format the children identified the opportunity costs of coming to the University (free play time) as well as operated the capital goods (audio visual machines) for their presentation. The university students were able to question their new 'teacher', and the interaction that occurred was positive evidence that there was no communication gap between the age groups. Respect for the children and their economic knowledge grew as the lesson progressed. Not only did the university students have their understanding of economics strengthened, but the children came away with a great sense of pride and accomplishment.

Activity: The children were directed by the project Secretary to write letters of appreciation to the resource persons who gave of their time and knowledge.

LESSON M: Objective: The students will understand that the system of specialization requires the combined services of many people which leads to interdependence and creates a need for world trade.
Resource Person: Mr. Nelson, salesperson for Tyson Foods, Inc., Springdale, Arkansas. Mr. Nelson was also the father of one of my students, Debora.

Prior to Mr. Nelson's arrival, we listed workers on a small poultry farm and capital goods needed by the farmer. We talked about the goods and/or services each worker provided. It was obvious my students did not comprehend the magnitude of a large enterprise production.

When Mr. Nelson arrived, his daughter was so excited she could hardly introduce him to the class. He had Debora give each child an outline of his talk. (See Scrapbook) The students were especially interested in how broilers were produced and asked many questions about chicks staying in incubators eighteen days. They cringed when he described how the workers severed the beaks of the baby chick, but laughed when he said, "Chicks have to get shots like you do, so they won't get sick." The children responded to questions about retail trade to the amazment of Mr. Nelson. They named food chains not located in our state. When he inquired about their knowledge of the subject, Steve Reed answered, "Well, we can read you know." A less arrogant student, Charlie Southern, said, "I've lived everywhere and I've been in the stores I named." Mr. Nelson used a map to show the students that, as a salesperson, he travels East of the Mississippi River. The interaction could have lasted all day, but Mr. Nelson concluded the discussion by explaining

that each country which imports chickens prefers different parts of the chicken. Japan, for example, likes legs while Hong Kong requests wings and even feet. This brought rounds of laughter from the class. Mr. Nelson invited the children to Tyson's plant in Springdale for a field trip. Our project Secretary, Jacki Henson, made arragements and scheduled it for a later date.

The combined efforts of many resource persons helping our class kept a continuous flow of traffic to Asbell School. Once again it was time for another group of FFA friends from the high school to visit and talk about poultry. They brought home-made candeling machines to observe inside the egg. I thought I could handle no more, but I learned that I could.

Early the next day, Michelle Petrey, whose Grandfather works for George's Inc., another poultry processor, appeared at 7:30 a.m. with gramps and six fertile eggs. One chick was hatching as they entered the room, and others were scheduled to arrive within the hour. Having never witnessed this process before, I grabbed the camera, and in my excitement shot 36 pictures without turning on the flash. We got blank pictures and four baby chicks as we calculated in Math, $66^{2}/3\%$ survivied. Our activity was just beginning. For two months children clamored for a turn to mash pellets with our class gavel, and care for the chicks. They waited at the door before school each day. Michelle, a very slow learner, was the leader of the pack. Our chicks had tender loving care to say the least. Mr. Baker, Michelle's granddad, predicted that one of the chicks wouldn't make it because its feathers stuck to the shell of the egg. Third graders don't accept such news readily. Allison Penix snatched the chick up, wrapped it in a rag, and kept telling it, "Stand up chick -- open your

eyes and live." She tended the chick all morning; it was still damp at noon. While the children were out of the room at lunch, I located a small incubator for the chick. It finally dried out, and the students kept vigil over our favorite chick, 'Incubaby', until it could manage on its own.

One morning several weeks later, I was at my desk reviewing lessons for the day when a strange snipping sound attracted my attention. Michelle was in the process of clipping the wings of our chicks. Somewhat alarmed, I demanded to know what was going on. She explained that it was necessary to clip the chickens' wings to keep them from flying out of the box where they were kept. It sounded reasonable, so I let her continue. Later in the day, I was again at my desk when I was interrupted by a chicken perched on my foot. Obviously the wing clipping operation didn't work. The wings were clipped equal lengths. After chasing the 'fowl' creature around the room we made immediate plans to have our friends adopted. Michelle was glad to take them home with her. I was learning about chickens.

Our field trip to Tyson Foods was the best I've ever witnessed, because the children went to the learning experience with enough knowledge to profit on a near adult level as they heard numbers in the millions and saw baby chicks by the thousands. They were absolutely thrilled as they watched hundreds of chicks ride on an <u>assembly line</u> conveyor belt. They were interested to learn about the <u>division of labor</u>, and <u>specialization</u> of the various workers. They asked many questions. Large scale <u>mass production and interdependence</u> has a new and sophisticated meaning for twenty-five third graders and one third grade teacher. Six parents couldn't resist the temptation to accompany us on our trip, and they too were amazed at what they saw and heard.

Our involvement grew, our resources trippled, and endless activities compared to a stew boiling over.

Activity: Mr. Nelson gave each student material put out by Tyson's which described various facts concerning the poultry industry in Arkansas.

Activity: The final surprise was a tasting party. All students were given samples of Tyson's products and the aroma of chicken heating brought the school secretary, the library aide, and the teachers to our class to taste the goodies.

Activity: Students were instructed by Director Danny Hays to write letters to Mr. Nelson and the FFA members. They bought stamps from the Postmistress, Jennifer Windham.

LESSON N: Objective: The students will demonstrate ability to apply and transfer economic principles by creating an orginal dramatic production.

The stew was beginning to boil, and the aroma filled the air as the students became involved preparing a play which would include the economic concepts they had learned during the year. This was to be the culminating activity. Time was short, so it was imperative for the students to organize, and divide the labor according to talent and desire on the part of the individual student. Alan Stevens emerged as the leader, and was readily accepted by the other students. He was granted power to make decisions for the good of the group. Under his guidance, things began to shape up. He utilized many standing committees from the class organization to expedite production. For example, the Bulletin Board Committee was placed in charge of the scenery, the Research and Current Events Committee was in charge of the script. Mrs. Sara Day, teacher aide, became an advisor to the group, because of her artistic ability and previous experience in design. For the most part, however, the children themselves originated the ideas and carried them through with very little adult help.

Sub groups were formed to cover every facet of play production. Script, costumes, musical score, props, etc., were all given adequate consideration. Excitment was everywhere; all the children wanted to get into the act. It was interesting to watch an introverted child become so enthused about performing on the stage. The director/producer, Alan Stevens, was very diplomatic when dealing with fellow students. For example, when students made complaints about not being in the play, Alan would advise them to create parts for themselves. The playwriters then assumed the responsibility for working themselves into the script. This method worked every time.

The big day was fast approaching. Mrs. Holcomb, Assistant Superintendent for Elementary Education, knowing that she could not attend the opening because of another commitment, visited the class prior to the play. She shared our joy of learning, and saw an ideal economic balance; all the students were fully employed. She observed the children as they demonstrated their knowledge of economic concepts by working on scenery, costumes, and practicing their parts.

Much of the time the students were on their own to pull their productive resources together. Our class had become a cohesive group. They applied the steps of rational decision making to improve our production, frequently changing roles in the play to insure the best possible results.

The class Secretary was instructed to invite everyone to the play who had assisted the class in some way during the year. In addition, the Governor of Arkansas, Governor Frank White, was invited, but declined because of a previous engagement. Mr. Harry Vandergriff, outgoing Superintendent, and other school officials were invited, and attended in addition to countless parents and friends.

The big day arrived. Two performances were given to standing room only audiences. An article was prepared and sent to the local newspaper. The school librarian Video Taped one performance which is scheduled to be shown on the local T.V. open channel July 15, 1982. (A copy of the tape is included in this report). It appeared that everyone thoroughly enjoyed the play. It was a fitting climax to our study of economics through two Arkansas agriculture products, chickens and rice.

and rice.

The stew was cooked and each child received his protion to savor and enjoy.

Activity: Create a dramatic production incorporating all the economic concepts that have been learned during the past year.

V. EVALUATION:

Specific, unbiased questions selected from the Primary Test of Economic Understanding (PTEU), produced by the Joint Council for Economic Education, were administered on a pre and post test basis. Significant advances were recorded. Pre test scores 10% of the class scored 75% or above; post test 65% scored 75% or above, two students had perfect scores.

Short teacher made tests were used periodically. Traditional evaluation by percentage and grades were not considered to be the primary measures of success in this project. It was an action oriented endeavor and placed major emphasis on the 'social' of Social Studies which encouraged academic and social interaction. Evaluation was an ongoing process.

Informal observations by parents and teacher of changes in student performance and attitude were the criteria considered most important. Children who demonstrated low level performance at the beginning of the year and those who seemed to have affective blocks to cognitive learning became leaders exhibiting self-worth as they gave reports, demonstrations, campaign speeches, etc.. They discovered skills in art and map making as they interpreted information learned on field trips and from resource people.

Verbal interaction observed between small children and a university professor of Economics as they described our class and project to prospective teachers, was proof positive that my students did have a command of accurate economic concepts. They demonstrated transfer of concepts of interdependence, opportunity cost and comparative advantage at high levels of comprehension.

Letters of appreciation written to resource people in enterprises and educational institutions revealed proof positive that my students were comprehending very complex concepts and relationships.

Maps, charts and graphs depicted understanding of geography, world trade and economic growth.

Bulletin boards, original scripts and artistic scenery reassured my belief that the children learned.

Self-evaluation by students indicated maturity of judgement as students switched roles in our dramatic production right up to the day of our performance because they wanted an improved product.

I interpreted this as an absolute measure of success and truly the rewards of productive labor.

VI. CONCLUSION

Feedback from parents, hungry for quality education was positive. It drew the school and community closer together. Parents who interviewed their children to learn more about our involvement, expressed appreciation for this action oriented project. They felt it had increased their children's appetites for relevant learning and left them with a hunger for more economic education. Some parents marveled at the number and complexity of concepts they themselves had learned. Enthusiasm continued as parents and students continued to call until the end of June offering news items they had found.

On June 23, 1982 an assistant professor in the School of Education requested students to visit her media class. Two children impressed the class of media specialists from over the state by presenting their original productions: hand-made filmstrips, transparencies and some recordings of stories and poems which emphasized economics, (Rumpelstiltskin, The Little Red Hen, The Rooster and the Jewel and King Midas and the Golden Touch).

Through our study of economics, students gained a better understanding of the role producers and consumers play as they interact in the market place.

They could explain why specialization increases and/or improves output in agriculture production and increases world trade. They were able to apply economic analysis and were willing to sacrifice personal desires to apply the basic purpose for economic activity (satisfaction of consumer demands). (See Scrapbook)

The year ended leaving the chef with many left-overs: an unfinished cook book with a collection of forty chicken and rice

recipes, a video tape in need of repairs and editing and some unfinished original books which were the opportunity cost of producing a play.

The outpouring of people caring enough to help was reassuring to the school community. Many more resources and opportunities were offered than we could accept as our basic economic problem (scarcity) reared its ugly head to remind us that time is precious but Arkansas is #1 in Human Resources as well as Poultry and Rice, and too many cooks enhanced our stew.

CHICKENOMICS AND THE
TRAVELING RICEGRAINS

A Dramatic Production based on student, research, mentors, and resource people.

Scene One:

Announcer -- Anywhere in the world, at any time of today,
We know it's work that paves the way.
Who gets what and why is always decided by,
Who does what and how.
It's been that way since history began,
And it will be so in the future as now.

Our class has divided the labor to bring you this special production. We've all done our share because we care and I will begin with the introduction. Our backdrop on the wall was produced by dividing the labor between the class members. You can see it took all our skills and we are flying, enjoying the rewards of our productive labor. This is an Economic concept shown in the first scene. It is the story of The Little Red Hen. So sit back and we'll begin.

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Illustration by Roland Rocenski

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The Little Red Hen

An operetta for the primaries

THE STORY of *The Little Red Hen* is a great one for our younger school children. They love the patient perseverance of the mother hen, the cruel come-uppance of the lazy barnyard hangers-on.

Whether performing the story—cast here as an easy operetta—or sitting in the audience, the children are caught immediately and held to the end. It's an ideal school show—one simple enough to be put on by very young children themselves or, alternatively, by older children as an assembly program for their younger schoolmates.

The show takes 10-15 minutes to perform. For costuming, scenery, props, music and little dance see pp. 97, 98, 114, 115 and 124.

CAST

NARRATOR *(played by teacher or upper-grader)*
LITTLE RED HEN
CHICKS *(three or more depending on size of class)*
TRIO *(DUCK, CAT, TURKEY)*
RHYTHM BAND *(any number of children)*
CHORUS *(any number of children) (Rhythm band and chorus may be the same children.)*

Scene: The barnyard. RHYTHM BAND *and* CHORUS *are seated at either or both sides of the stage, leaving center of stage open for action. At opening,* RHYTHM BAND *and* CHORUS *are in place.* HENS, CHICKS *and* TRIO *are offstage. Piano plays the* "Barnyard Song" *(see page 97) as a prelude.* HEN *and* CHICKS *enter as the piano completes the song.*

NARRATOR: One morning a Little Red Hen and her chicks were scratching around in the barnyard, looking for something to eat.

("Barnyard Song." *Piano and* RHYTHM BAND. HEN *and* CHICKS *pantomime hunting for food.)*

NARRATOR: Suddenly, the Little Red Hen spied a golden kernel of wheat.

*(*CHICKS *cluster excitedly around* HEN. TRIO *saunters lazily on stage. Curious, they go to see what the Little Red Hen has found.)*

continued

By Helen Worley

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NARRATOR: The Little Red Hen was very excited about what she had found, for she was a smart hen and a good mother, and she knew just what to do with it.

("Little Red Hen Song." Verse 1. CHORUS and piano. p. 98)

LITTLE RED HEN: *(Angrily)* Then I'll do it myself! *(Struts off stage with her chicks following.)*

NARRATOR: And she did! *(Pause)* And what do you think her friends were doing all this time?

("Barnyard Song." Piano and RHYTHM BAND. *As the song is played.* TRIO *good-naturedly push each other around and generally act foolish. Hen and chicks return as the song ends. Hen carries a pot with a stalk of wheat growing in it.)*

NARRATOR: Before long the seed grew into a beautiful plant. Tall and ripe and ready to cut.

("Little Red Hen Song." Verse 2. CHORUS and piano.)

LITTLE RED HEN: *(Angrily)* Then I'll do it myself! *(Struts off stage with her chicks following.)*

NARRATOR: And she did! *(Pause)* But back in the barnyard her lazy friends were singing and dancing.

("What Do We Care?"—see p. 97. TRIO *sings with piano first time through. As the piano plays alone, the second time, they each choose a girl from* CHORUS *and form a circle at center stage. As piano plays the third time they do a simple circle dance—see p. 114. As song ends,* HEN *and* CHICKS *come back on stage.* HEN *carries the cut stalk of wheat.)*

NARRATOR: The Little Red Hen had cut the wheat and now it was time to take it to the mill to be ground into fresh, good flour.

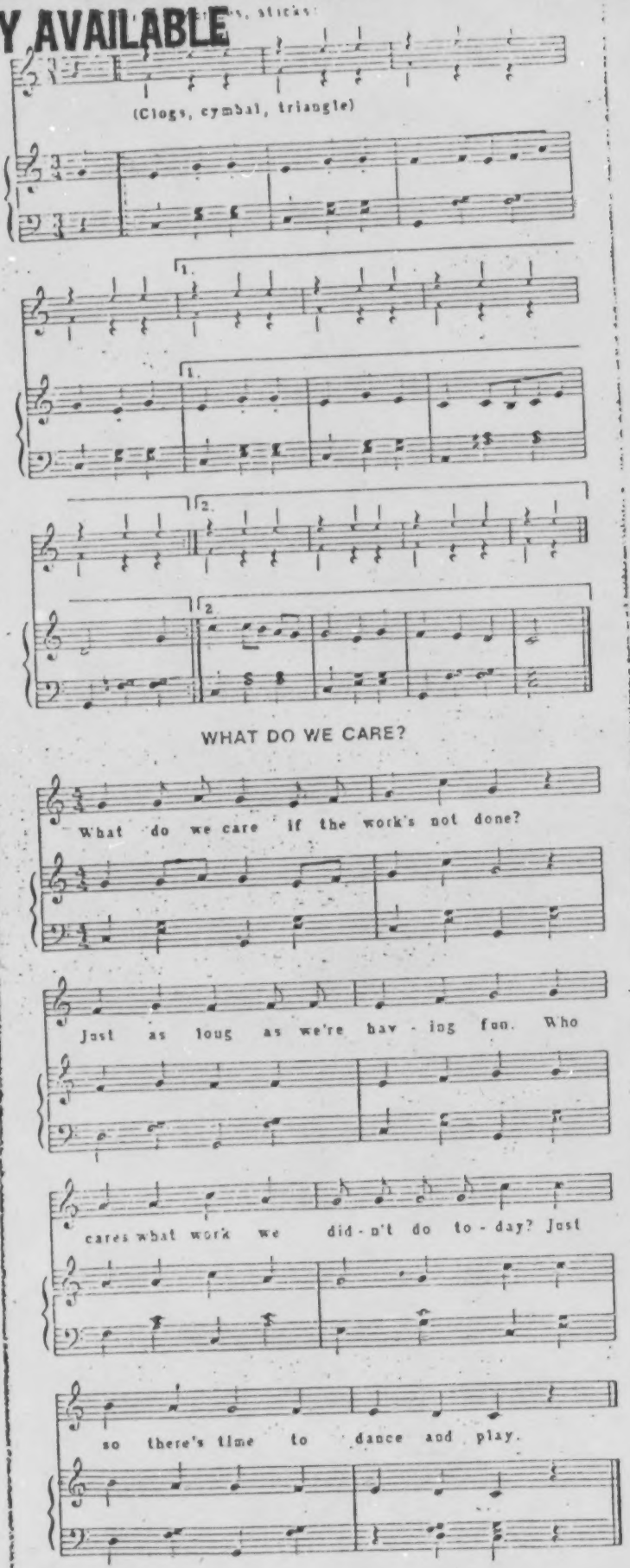
("Little Red Hen Song." Verse 3. CHORUS and piano.)

LITTLE RED HEN: *(Angrily)* Then I'll do it myself! *(Struts off stage with* CHICKS *following.)*

NARRATOR: And she did! *(Pause)* Meanwhile, the DUCK, CAT and TURKEY sat around and amused themselves.

("Showcase" number. Here is a chance to show off some specialty of the class—a short talent show, a song by CHORUS, *an instrumental number, or, if none of these, the* TRIO *can ask one another riddles.)*

*(*LITTLE RED HEN *and* CHICKS


(Clogs, cymbal, triangle)
1.
1.
2.
2.
WHAT DO WE CARE?
What do we care if the work's not done?
Just as long as we're hav - ing fun. Who
cares what work we did - n't do to - day? Just
so there's time to dance and play.

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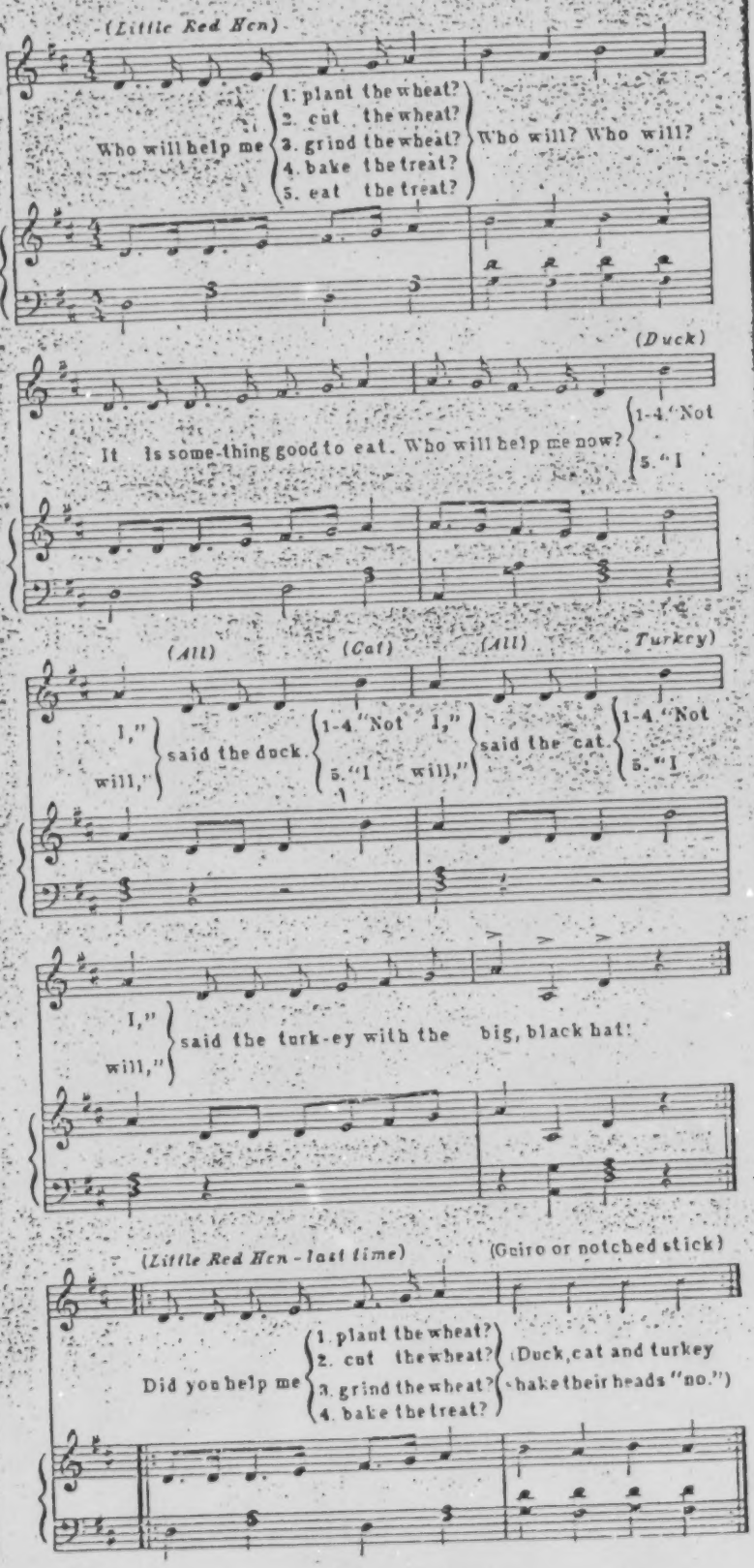
LITTLE RED HEN SONG

(Little Red Hen)
Who will help me 1. plant the wheat? 2. cut the wheat? 3. grind the wheat? 4. bake the treat? 5. eat the treat? Who will? Who will?
(Duck)
It is some-thing good to eat. Who will help me now? 1-4. "Not 5. "I
(All) (Cat) (All) (Turkey)
I," will," said the duck. 1-4. "Not 5. "I will," said the cat. 1-4. "Not 5. "I
I," will," said the turk-ey with the big, black hat!
(Little Red Hen - last time) (Guiro or notched stick)
Did you help me 1. plant the wheat? 2. cut the wheat? 3. grind the wheat? 4. bake the treat? (Duck, cat and turkey shake their heads "no.")

come back on stage. HEN *carries a bag of flour.)*

NARRATOR: The wheat had made a fine bag of flour which the Little Red Hen had brought from the mill. All that was left was to bake the flour into bread.

("Little Red Hen Song," Verse 4. CHORUS *and piano.)*

LITTLE RED HEN: *(Angrily)* Then I'll do it myself! *(Struts off stage with her chicks following.)*

NARRATOR: And she did!

("What Do We Care?" TRIO *with piano. As they sing, they take out bandanas from their back pockets. They tuck the bandanas under their chins for napkins and hold the knife and fork expectantly, awaiting* HEN'S *return. They become very excited when she returns with a pan of bread.)*

NARRATOR: The Little Red Hen had baked a beautiful pan of bread. Everyone in the barnyard was ready to taste it.

("Little Red Hen Song," Verse 5. CHORUS *and piano.)*

EVERYONE *(except* TRIO*):* No-o-o you won't! *(All the rhythm instruments strike in unison on cue.)*

("Little Red Hen Song," last verse. HEN *and piano.)*

LITTLE RED HEN: Then you won't help me *eat* it either. My chicks and I will eat it by ourselves.

NARRATOR: And they did!

(Chicks run around HEN *and* TRIO *put arms around each other's shoulders and sadly walk off stage.)*

EVERYONE: The End! *(All instruments crash on cue.)*

PRODUCTION NOTES

Scenery. Children will enjoy painting a barnyard scene on butcher paper for a backdrop. A freestanding barn front made from a refridgerator box and, if available, a section of rail or picket fence or some bales of hay.

Props. A few simple props are needed for the play:

1. A wad of yellow crepe paper for wheat kernel.

2. Plastic or natural plant to represent wheat stalk. It should be set in a small flowerpot of clay—not too securely because it must be removed for one scene.

continued on page 114

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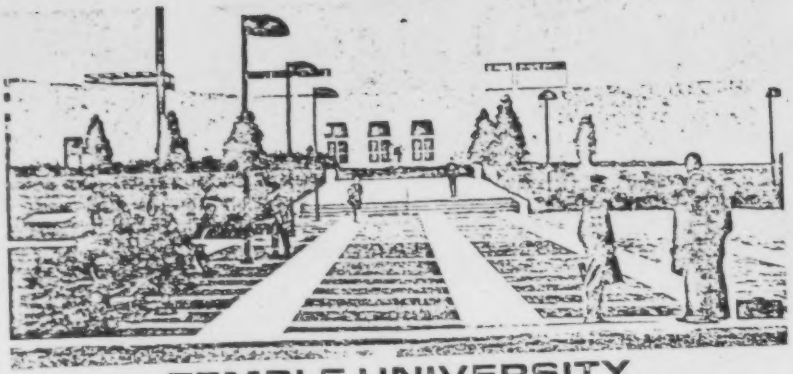

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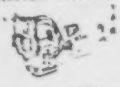

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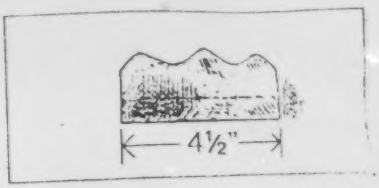
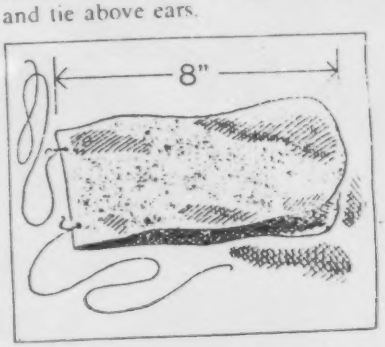
shown below. Use a bobby pin on each end to attach to hair.



Tails. Four to six 8" strips of crepe paper pinned to dress.

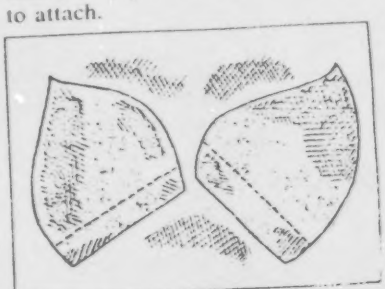
Wings. Measure off two lengths crepe paper about 24" long—fit to child rather than directions. Cut hole in center to make wide, poncho-like garment. Staple-t[illegible] pieces of crepe paper to reinforce stapling if necessary. Trim hemline to form feathers.

Wattle. Fold 16" strip of crepe paper in half as shown. Punch holes, reinforce them, run string through and tie above ears.



Cat tail. Braided black yarn or crepe paper pinned to back.

Cat ears. Cut from black paper. Fold back as indicated by dotted lines in illustration. If boy has short hair use strips of black plastic tape to attach.



Cat whiskers. Strips of black paper attached to cheeks with black plastic tape.

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TEACHERS' SERVICE BUREAU

Page 126-128

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The Little Red Hen

continued from page 98

3. A small plastic or cloth bag of flour.

4. Bread pan of bread or corn muffins.

5. Three colorful bandanas into which have been wrapped a knife and fork. Should be in back pockets of Trio from start of play.

Music. Most vocal numbers can be done without accompaniment if desired. The "Barnyard Song," of course, needs accompaniment. The Little Red Hen sings along each time the chorus sings the "Little Red Hen Song." I did not have the chicks sing at all.

Dance. The circle dance is done by the Trio and three girls to the music of "What Do We Care?" They should begin in a large circle, holding hands, alternating boy-girl.

Measure 1: Four steps to center.

Measure 2: Clap on first three beats, rest on fourth.

Measure 3: Four steps to outside.

Measure 4: Clap on first three beats, rest on fourth.

Measures 5-6: Eight steps clockwise.

Measure 7: Forming fists, roll forearms over one another.

To obtain a copy of "Three Little Pigs," another operetta written by Mrs. Worley, see reprint advertisement on page 111.

Measure 8: Clap on first three beats, rest on fourth.

COSTUMES

Costumes for the operetta are very simple to make. Specific costume needs for each character follow. Directions for making beaks, wings, wattle, etc. begin on page 115.

Hen. Red dress if possible, gingham apron, colorful hat decorated with flowers, red tail, red crepe paper wings.

Chicks. Yellow or white dresses if possible, yellow tails, yellow beaks, yellow combs, yellow crepe paper wings, if desired.

Turkey. Straw hat (sprayed black) or black top hat, brown beak, red wattle, bib overalls or blue jeans, checkered shirt.

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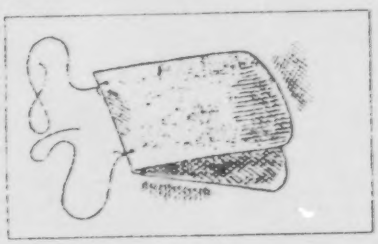
Duck. Bib overalls or blue jeans, checkered shirt, orange beak, orange webbed feet.

Cat. Black shirt and pants (if available), black ears and whiskers, black tail, painted-on freckles (eyebrow pencil or mascara).

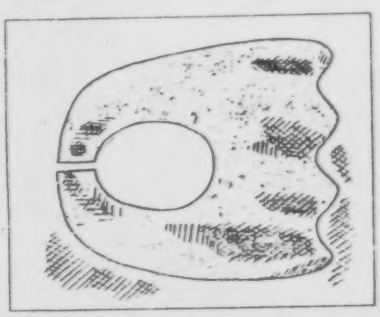
Rhythm band and chorus. Boys – bib overalls or blue jeans, checkered or plaid shirts, straw hats. Girls—pinafores or long "granny" or "prairie" dresses, aprons if desired, bonnets or straw hats (or girls can use same costuming as boys).

COSTUME DIRECTIONS

Duck bill. Fold 10 x 5" piece of cardboard as shown and cut out bill shape. Put string through reinforced holes. Place under nose and tie over ears.



Duck feet. Cut two as shown in illustration. Hole in center must be large enough to encircle child's ankle (secure in back with braids or paper clips). "Foot" is worn over child's shoe.



Beaks. Roll six-inch yellow construction paper circle to form cone. Glue or hold together with transparent tape. Trim to fit child's face. Punch holes on either side and reinforce on inside with gummed reinforcements. Attach strings which can be worn above ears. Beak is worn over child's nose.

Combs. Fold back on line as

continued on page 124

Alphabet
ACTION CONCEPT
Increases Attention Span

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Alphabet
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Numerous graduated-ability games – Hunt, Matching, Musical walk, Spelling, Bingo, etc. Durable vinyl: walk-on illustrated target in 7 bold colors with 40" diameter alphabet circle and 4 word lines; set of 32 color-coordinated padded vinyl oval (2" x 4") bags. Upper and lower case manuscript letters on both target and bags. Vowels distinguished from consonants. Complete instructions. Provides game fun in reliable kinesthetic approach for preschoolers through grade 3. Children love it, and get muscular activity which contributes to formation and retention of concepts. Gives letter sounds, relates sounds to letters, and promotes formation of words. Indicates essential character of vowels in words; shows a pattern to the alphabet. Increases spelling ability, word formation and recognition, and speech development for beginner readers. Basic starting games make everyone a winner and build confidence.

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Name
Title
School
Address
City State Zip

Mrs. Goose's Party

Mrs. Goose had many friends
Who often brought a treat,
Or invited her to the house,
For something good to eat.

Then cam a day when Mrs. Goose,
Saw not a single friend,
From morning until noon-time,
And until the day's last end.

She finally heard they'd gone to school.
"Please come, too," said Mrs. Hen.
"We sing and read, each of us,
Has learned to count to ten."

Mrs. Goose just stretched and yawned.
"Who needs to learn all that?"
Her neighbors waved good-bye and left.
Mrs. Goose just rocked and sat.

"I don't need school," cried Mrs. Goose
"I know all I need to know
I don't want to learn to count.
I just don't want to go!"

But Mrs. Goose grew lonesome
As she watched the others go.
She said, "They never visit now.
What can I do -- I know!"

"I think I'll have a party.
I'll have it here tonight,
And all my friends who go to school,
Are the ones I will invite."

"How can I tell how many chairs
I need to have in place?
Why, I'll just think of all my friends,
And get one for each face.

(Place characters on the flannel board.)
I must invite nice Mrs. Hen,
And also Mr. Horse,
Then Mrs. Cow, and Mr. Pig,
And Mr. Dog, of course.

The hen is one, the horse is two,
the cow will make one more;
Counting the dog and then the pig,
I think that will make four.

"Or is it five, or maybe six?
I wish I could be sure,
Just how many there will be--
(Remove characters)
Is it less, or more?

(Place chairs on the flannel board.)
"I'll get my red chair and my blue,
And put two green ones near,
So I can reach them quickly,
When all my guests get here.

"Now, I think my chairs are ready,
So each guest may have a seat.
The next thing that I must decide,
Is what th have to eat.

"If I just knew how many
That I would need to make,
Then I could serve to everyone,
A tiny frosted cake.

"No, I'd better just serve ice cream
When my guests come in the door,
I'll serve big scoops if they are few
And small if there are more."

Mrs. Goose started getting ready
And as she did, she sang;
Then when it was party time,
Her front doorbell rang.

(Place characters on chairs in order
as mentioned below.)
Mrs. Hen sat in the red chair,
Mr. Horse sat in the blue;
The dog and pig then chose the green,
Remember there were two.

(Place Mrs. Cow on the board.)
Mrs. Cow looked all around,
But there weren't any more;
So she folded up her legs,
And sat down upon the floor.

"My dear food friends," Said Mrs..
Goose,
I'm so glad that you could come;
I have some homemade ice cream
And wish to serve you some.

(Put bowls in a row at one side of the board.)
Then she scooped up the ice cream,
Filled the blue dish and the red;
Next she filled two green bowls,
And an extra dish, then said;

"Now, I think I have it right.
One dish to match each chair.
With an extra one for Mrs. Cow,
Who is just sitting there."

(Place ice cream on the bowls.)
"My friends are but a few," she said,
"Three, or two, or four,"
So she scooped up the ice cream,
Until there wasn't any more.

(Put bowls by characters).
She gave a bowl to everyone,
Then looked for hers, to see,
The ice cream freezer empty.
"There's no ice cream for me!"

"I must not spoil my party!
I must not let them see!
"I'll pretend I have some too.
And get another bowl for me!"

"How delicious," said the horse,
"You make the very best."
And Mrs. Goose, spooning air,
Nodded with the rest.

After she served them,
In her very nicest style,
(Remove bowls.)
She gathered up the dishes,
And then sat and talked awhile.

(Remove guests.)
Then as they left, kind Mrs. Goose,
Said, "Please come another day."
If you had been there in her house,
You could have heard her say:

"At my own party! No ice cream,
I can't have this again!
Before I have another,
I must learn to count to ten!"

Scene Two: (Philippine Rice Planting Scene)

(Two boys winnowing rice with large round basket)

(Four Philippine girls bending over to plant rice sprigs)

(Cast members enter stage and stand to back -- off stage while a student runs in to say --)

Student -- Maybe we can get on with this production. As you can see, I have come like magic to a far away land. Actually there are many islands here. They are called The Philippine Islands. The land is rich. The weather is hot and humid. There is a rainy season when it rains all the time, This is still a developing country ----, I mean they don't have modern technology like we have. They use mostly animals and man LABOR. The very important animal which the Filipinos depend on is called a carabou as you can see from our scenery. The carabou plows the fields or Rice Paddies, walking in deep water. He helps to thrash the rice by walking around in a circle, as he is tied to a pole. He walks all day long tramping the grains of rice out of the stalks. He also helps by carrying or transporting the products to market. The farmer rises early in the morning and works all day in the fields along side the animals. The work is hard and the animals have to be cared for at the end of the day. There are some machines but not like our modern technology. The backbreaking work is done by children as well as adults. Sometimes the children play games to make the time pass faster. When the rice is ready to be winnowed, the children enjoy throwing the rice into the air so the wind will blow away the husks. As the children labor they like to sing a special Filipino Folksong called, "Planting Rice". Listen while we sing it for you.

(Rice planting girls come to the front and pretend to plant

Scene Two (con't):

in time with the music. The boys remain to the left and shake the baskets in time to the music. Class sings "Planting Rice")

"PLANTING RICE"

Filipino Folk Song

PLANT -- ING RICE IS NEV-ER FUN
BENT FROM MORN TO SET-TING SUN
CAN-NOT STAND AND CON-NOT SIT
CAN-NOT REST FOR A LIT-TLE BIT

OH, MY WAIST - OH, MY BACK
ACHES AND PAINS THAT NEV-ER STOP
SOAKED ALL DAY IN PAD-DIES MUD-DY
SOME-TIMES I JUST WANT TO REST

Scene Three:

ANNOUNCER ----- Think now about another island off the coast of South Africa. It is called MADAGASCAR. Rice grows there and rice growing dates back to 3000 B. C. when Chinese Emperor wrote a Ceremonial Ordinance or law about rice planting. Our next scene is a story about how rice first came to the United States from that far away land called MADAGASCAR.

(San Diego Chicken dashes in and interrupts)

San Diego Chicken -- Wait, Wait I want to sing about this! (She sings a verse of "In 1694")

(All the children yell together --- GET OUT CHICKEN!!!)

Announcer -- These chickens and other kinds of FOWL creatures really bother me!!! As I was saying our next scene will really tell you how rice came to our country long ago. I would like to introduce RICEGRAIN AND HIS FRIENDS --- Narrator, Rachel Weaver, that is if she can keep her mind off chickens.

(San Diego Chicken enters from back down through the audience yelling STOP, STOP, STOP!!! -- she starts singing)

Announcer -- (yells) Chicken get out!!

(While the San Diego Chicken disrupts, the Ricegrain characters enter stage) (Ricegrain sits under a rice plant with his three friends)

(Filipino farmer stands near Philippine scene) (A sailor stands to the right of the stage ready to set sail for England)

Announcer --- Let me present Ricegrain and his friends.....

Narrator --- Once upon a time, many hundreds of years ago, a little grain of rice was sitting on a rice plant talking to his friends.

Ricegrain -- Gee, "I want to do something special. Something really, really special and wonderful!!!

Scene Three (con't):

Friends --- What can you do? You're just a grain of rice that's growing in Madagascar. There's nothing so special about that!!

Ricegrain --- Well, I don't know about that. I feel like something really wonderful is going to happen and I just bet it does!!!

Friends --- (laughing) - Ha! Ha! You're a very fooloish grain of rice.

Narrator -- But one day when all the rice in the paddy had turned to a golden color, a sailor came and talked to the farmer who owned Ricegrain's paddy.

Sailor --- I like this rice field. There's VEE-RR-Y healthy rice growing here. I want to buy your rice and ship it to England.

Farmer -- WONDERFUL, WONDERFUL, i will be very happy to sell the rice to you.

Narrator -- When Ricegrain heard this, he turned to his friends and said ----

Ricegrain -- I knew something wonderful would happen -- I just knew it would!! See I told you!!

Narrator --- Well his frends were very surprised indeed. Ricegrain was no longer considered a very foolish grain of rice. Yet they were very frightened.

Friends -- What will happen to us? Will we be thrown away? Will the people in England like us?

Narrator -- Not long after the sailor's visit, the farmer began harvesting his rice and putting it in big white bags marked RICE! He brought the bags of rice to the sailor's ship and put them on the deck. The sailor paid him for the rice and set sail for England. Whe the ship was in the middle of the ocean, the wind began to blow

Scene Three (con't):

Narrator (con't)... and waves rocked the ship back and forth. Rain started to fall. Soon the ship of rice was caught in a terrible rain-storm.

Sailor ---- OH, DEAR, look at this terrible storm. I don't think I can make it to England. I need HELP!!!

Narrator --- When Ricegrain and his friends heard this, they became frightened and yelled!!!!

Ricegrain and Friends --- We're going to fall into the ocean!! and be eaten by fish!! HELP US ... HELP US!!!

Narrator --- Ricegrain turned to his friends and said ....

Ricegrain --- Don't worry!! Don't worry! Don't be afraid! Everything is going to be fine. I just know it will.

Narrator --- Things did get better for the sailor and his ship and of course for Ricegrain and his friends. For on the very next day, the sailor saw land. He sailed to the land and met some very nice people. The people were called AMERICANS who were living in a place called South Carolina. The people invited the sailor to stay with them.

Sailor --- You have made us very happy. We were very frightened and know we were doomed... Thank you very much! I would like to give you something but all I have is rice. I will give you this handful.

(The South Carolina Farmer happens to be the Governor of the state and accepts the rice from the sailor)

Governor --- My sincere gratitude to you for this wonderful gift -- A gift to help my colony and my country. Good by and good sailing.

Narrator -- Things did get better for the sailor and his ship

Scene Three (con't):

Narrator (con't) --- The next day the sailor was ready to set sail again for England, but a sack of rice had fallen to the ground in South Carolina and guess what sack it was!! That's right, the sack with Ricegrain and his friends in it. Something really wonderful really did happen to Ricegrain and his friends. They got to live in America. Guess what else! This is the real story of how rice came to America, but just a handful which was given to the Governor of South Carolina for his special kindness to the sailor was really all that was given to them.

(Everyone exit)

Announcer -- That handful of rice was the real beginning of rice in America and now we in Arkansas are number one in our country in the production of rice. In fact last year we produced more than we could use, a big surplus. Korea has agreed to buy it from the USA. So we will be shipping rice back across the ocean to another far away land. Did you know that there are 7,000 kinds of rice. Talk about decisions -- who could ever choose one kind from 7,000 kinds.

San Diego Chicken -- (Enters from right) Stop! Wait, isn't that going to involve an opportunity cost? --- and Interdependence too - maybe.

Announcer -- You stop it --- I want ---

S. D. Chicken -- Wouldn't Ricegrain's friends be excited to know rice can go in a circular flow?

Announcer -- Yes, yes, but please let me introduce Ricegrain's modern decendents, 'The Ricettes' --- Here they are.

Scene Three (con't):

(The Ricettes Enter)

Long Grain -- Hey Shortie, have you heard that people think I fall apart at the seams?

Shortie -- Yes, yes, I heard!

L. G. -- Well, they don't know it all. I am soooooo light (jump around), I'm so fluffy and I'm delicious in stew and salads.

Shortie -- That's nothing they claim Medium and I both are short and plump and we are, but -- that makes us tender and moist. Just delicious in puddings and molds and ever rice rings.

L. G. -- Well, I don't like the way those researchers like Dr. Tempelton push us around all the time.

Medium Grain -- I don't mind a little pushing around but I'm not happy when they try to push me out of a plane to the ground.

L. G. -- What, what?

M. G. -- Never mind, I was just saying they keep bugs out of our way.

Shortie -- Yes, and we were saying those experiments have taken away the old fashioned misery, you know, cook and boil for thirty minutes. It only takes a few minutes nowdays to please the cooks....Not much pain!!!

M. G. -- You know what? We're the highest quality in the world and we only take two man days of labor per acre for the whole growing and harvesting operation.

L. G. -- Operation! Operation! What operation? Whose getting an operation?

Shortie -- Oh, no one I just said it's a neat operation ---

Scene Three (con't):

Shortie (con't) you get thrown out of an airplane to start new crops.

L. G. -- Oh no, Oh me, NO, NO, NO.

M. G. -- That's right and if that doesn't kill you, they start throwing insecticides and even fertilizer down on top of you.

L. G. -- From another plane?? I don't like this operation at all. I'd like to go back to Madagascar or maybe the Philippines. How could we be high quality after being treated like that? Stop telling me these things.

Shortie -- But no human hands touch you.

M. G. -- Boy, wouldn't grandaddy Ricegrain be proud of us? We're part of a big operation. I heard there was 182,625,000 hundred weight tons of us produced in 1981.

Shortie -- Yep, and we could get deported back to another country to any of 100 foreign lands.

L. G. -- (falls down) Oh me, Oh my!!

M. G. -- Stop telling him things like that. He's really falling apart at the seams. Come on let's help put him between us so we can all stick together. Let's all sing! Maybe he will feel better.

(song -- 'The Rice History Song')

(All out)

MUSICAL HISTORY OF RICE
(tune to the 8th of January)

VERSE

In 1694 a ship set sail one day
From the isle of Mad - a - gas - car bound
for England by the bay.

The winds blew hard and tossed the ship
Upon the sea so wide
And it ended up in Charleston
Carolina with the tide.

CHORUS

Oh the world's so small if you really
want to know it
And we need each other like a needle needs a thread
We share ideas and we trade our goods and services
And if we do it right then we all will get ahead.

VERSE

Oh, the captain and his crew didn't
Know quite what to do
So they stayed a while and shared a smile,
And soon a friendship grew.
And when the ship set sail again
They showed their gratitude
With a small amount of grains they had
To grow some rice for food.

CHORUS

VERSE

Oh, the folks of Carolina planted grains
for food that year
And they had enough to share with all
their neighbors far and near.

Then up and down the colonies the rice
grew by the score.

So they sent some off to England
And they traded shore to shore.

CHORUS

VERSE

In 1694 there was a mighty ship
To find the country England was the purpose of its trip
They pulled up anchor, set their sail
and started out to sea
Not knowing how important this journey soon would be.

CHORUS

Scene Four:

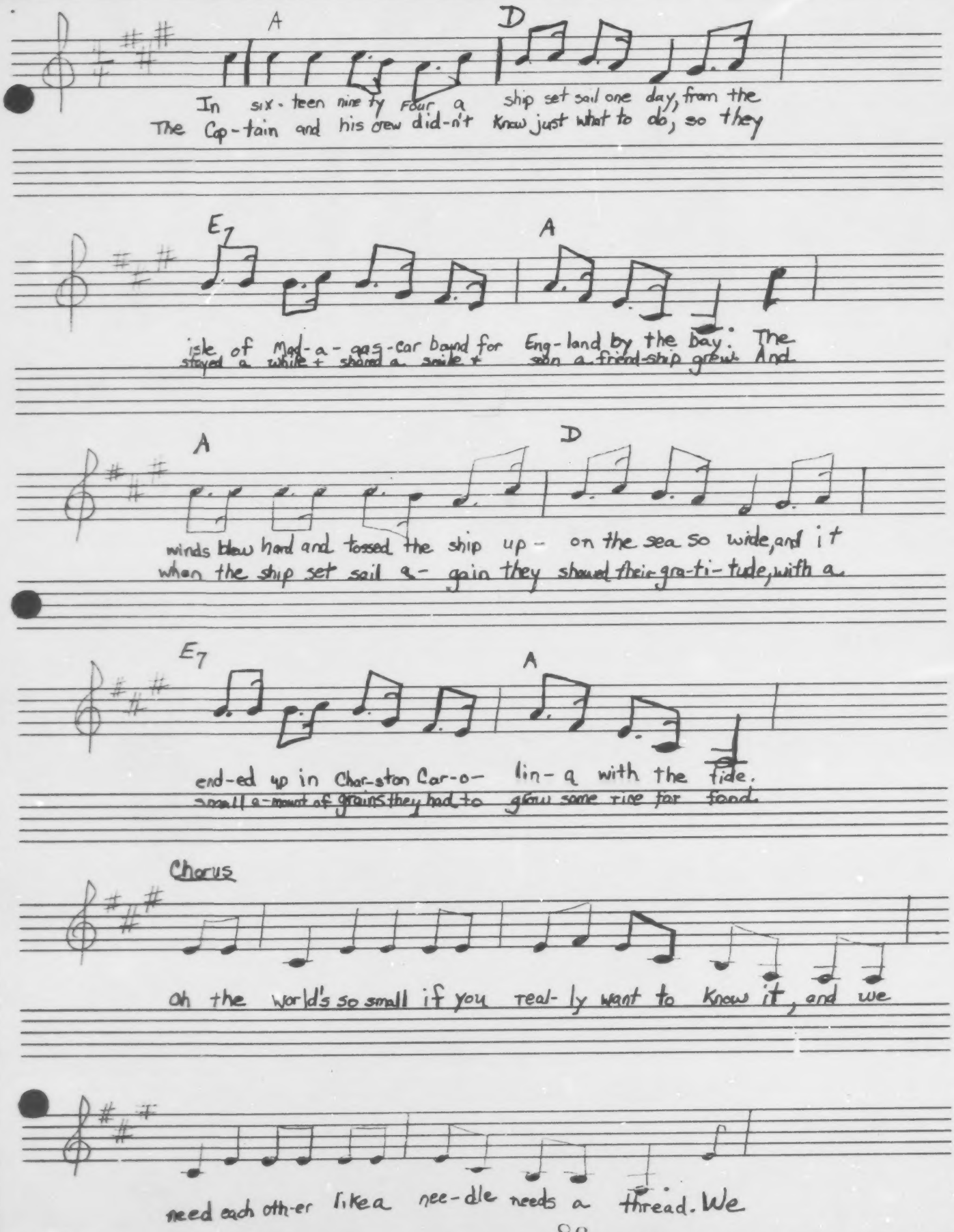
(Original script written by third grade students based on research done by students. Quick Chicken originated by a third grader after viewing "Chickenomics".)

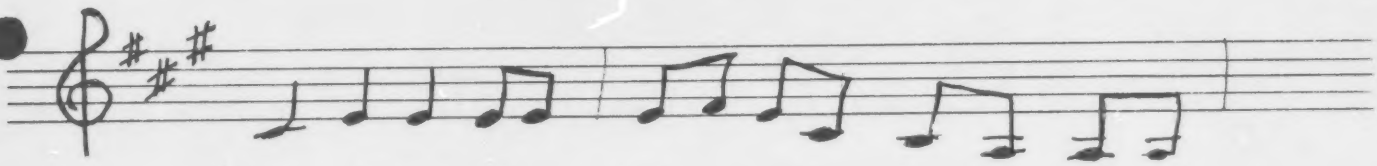
(Enter Quick Chicken)

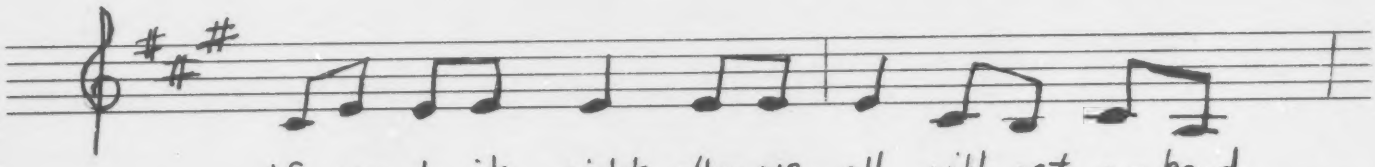
Quick Chicken -- Hold it, Hold it, Where is everyone going?? I'm the quickest chicken in town and this is unfair competition !!! You're giving all the advertising time to the Ricegrain family and his ancestors. (Looking at audience, points and shakes finger) Don't you kids from Arkansas know that we're number one in poultry production tne same as we are in rice? Was bad enough when the American traditions caused the Easter Rabbit to try to take away our market, but this is RIDICULOUS. We finally found out that the Rabbit can only produce 24 to 48 bunnies a year. It said so in those current event articles the Research Committee brought in from the newspaper. Now these Riceets are trying to knock us out of business. Don't they know we're a compatable product? It was that CHICKEN SOUP AND RICE song that started all this mess!!!

San Diego Chicken -- Yes, and our ancestors were originally wild flocks from Burma, Java, and India. Dr. Sharp from the University told us so. Besides we were put here to feed the world. They think rice can feed more people and I admit that is true, but we help too. We add flavor and we go in a circular flow also. Talk about INTERDEPENDENCE!!

Quick Chicken -- That's right, and we win contests at the state fairs. All of those housewives who work.....like 40% to 50% of all mothers work today.....they can't do without us chickens. Arkansas land may be hilly, but we're even willing to live on the flat tops of the hills. Why I just learned from those FFA guys from Fayetteville High School that our very own county is number one in broiler production, and Arkansas has seventy-five counties. People couldn't cook half as well


A
D
In six-teen nine-ty four a ship set sail one day, from the
The Cap-tain and his crew did-n't know just what to do, so they
E7
A
isle of Mad-a-gas-car bound for Eng-land by the bay. The
stayed a while + shared a smile + soon a friend-ship grew. And
A
D
winds blew hard and tossed the ship up- on the sea so wide, and it
when the ship set sail a- gain they showed their gra-ti-tude, with a
E7
A
end-ed up in Char-ston Car-o- lin-a with the tide.
small a-mount of grains they had to grow some rice for food.
Chorus
Oh the world's so small if you real-ly want to know it, and we
need each oth-er like a nee-dle needs a thread. We


share i-deas and we trade our goals + ser-vi-ces and


if we do it right, then we all will get a-head.

Scene Four: (Con't)

Quick Chicken (con't) -- without eggs we produce.

San Diego Chicken -- Hey -- speaking of eggs. That's eggsactly who's coming. Look! The EGGHEADS. (Eggheads come on stage)

Egghead Leader -- You dumb chickens. You just admitted you don't know what came first, the chicken or the egg!!! Before you get us all a bad reputation with your interruptions and silly jealousy, I want to introduce the very versatile eggheads. (Using a pointer, he points to the eggheads) We have here a few eggs representing all the eggs produced at Tyson's out of the five million eggs they produce every day. (Looking at the audience) Without us your life could be sad and lifeless. I'll let my students tell you for themselves. Go to it Eggheads!!!!!

Egg #1 -- (Rising and falling as she speaks) I add leaven and texture too. If you use me in cakes they rise and if you don't they fall.

Egg #2 -- I specialize in binding and surface finishing. Brush me on your pie crust. If you don't your crust will be soggy.

Ricegrains -- (Yell) Sounds GROSS!

Egg #3 -- I add special color and clearify ....

Egg #4 -- I give structure and add flavor ....

Egg #5 -- Use me for coating and thickening ....

Leader -- And if this doesn't solve your problems, I give you nutritive value.

Quick Chicken -- Did you Eggheads, who are so smart, know that our grandparent stock was all ready to be deported to Russia, when President Carter put on something called an embargo and we didn't go.

(All foreigners enter saying in different ways.....Soooooo you want to go on a trip????)

Scene Four (con't):

German -- I am a pace egger in Germany and I run from house to house begging for eggs to keep our traditional Easter Egg Tree trimmed. You know what children do to eggs at Easter don't you??? They eat them!!!

Japan -- My country wants legs .. not eggs. We use many, many legs .. Chicken legs I mean!!! (points and looks closely at chicken's legs)

Hong Kong -- My country wants wings, and things ... your wings, good broth.. yes! And Korea wants even Feet! "Your feet", we take all parts of the chicken ..... even bones !!!!!

San Diego Chicken -- By George, what would I ever do without my wings??? Hey, Quick Chick, let's get their minds off this subject. They have a point about getting along together. It works better anyway when we all cooperate...Hey, you pretty eggs, would you like to sing???

(Everyone enters the front and we sing ....I'D LIKE TO TEACH THE WORLD TO SING.)

Announcer -- We have had fun sharing the rewards of our productive labor and we hope you have enjoyed coming.

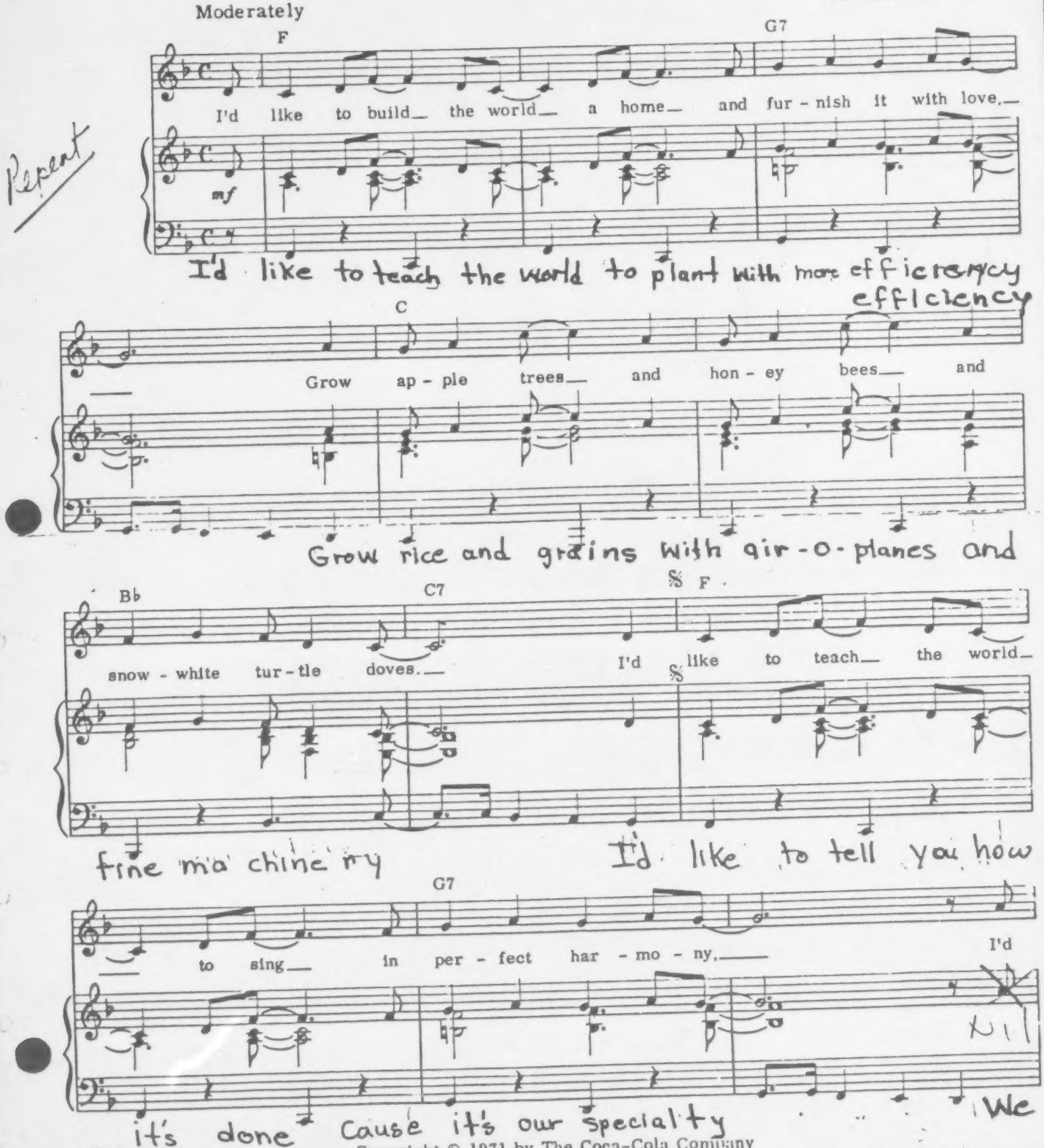
(Everyone leaves the stage)

2

I'D LIKE TO TEACH THE WORLD TO SING

(In Perfect Harmony)

Words and Music by
B. BACKER
B. DAVIS
R. COOK
R. GREENAWAY


Moderately
F
G7
I'd like to build the world a home and fur - nish it with love.
Repeat
mf
I'd like to teach the world to plant with more efficiency
efficiency
C
Grow ap - ple trees and hon - ey bees and
Grow rice and grains with air-o-planes and
Bb
C7
F
snow - white tur - tle doves.
I'd like to teach the world
fine ma chine ry
I'd like to tell you how
G7
to sing in per - fect har - mo - ny.
I'd
it's done
Cause it's our specialty
We

985-3
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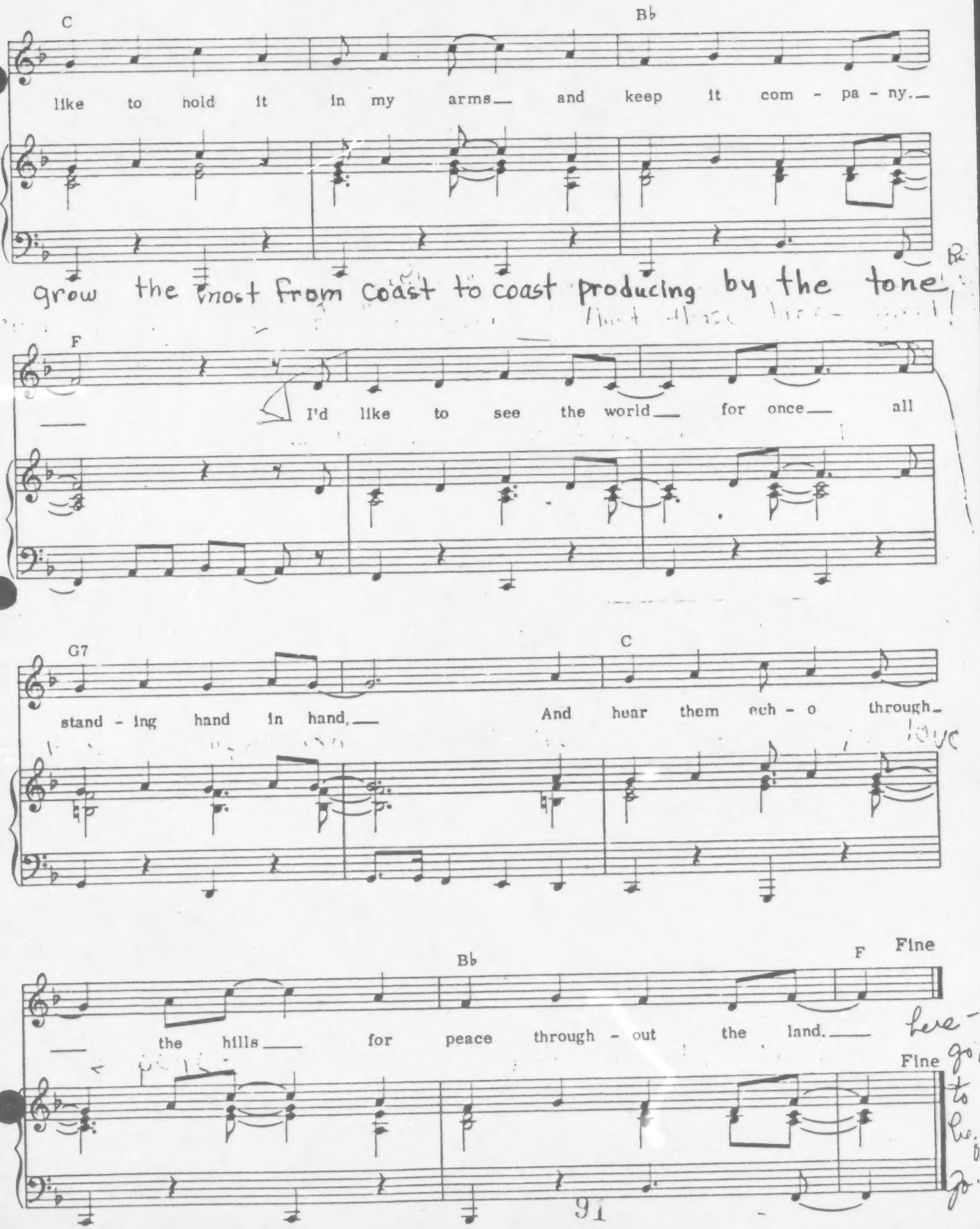
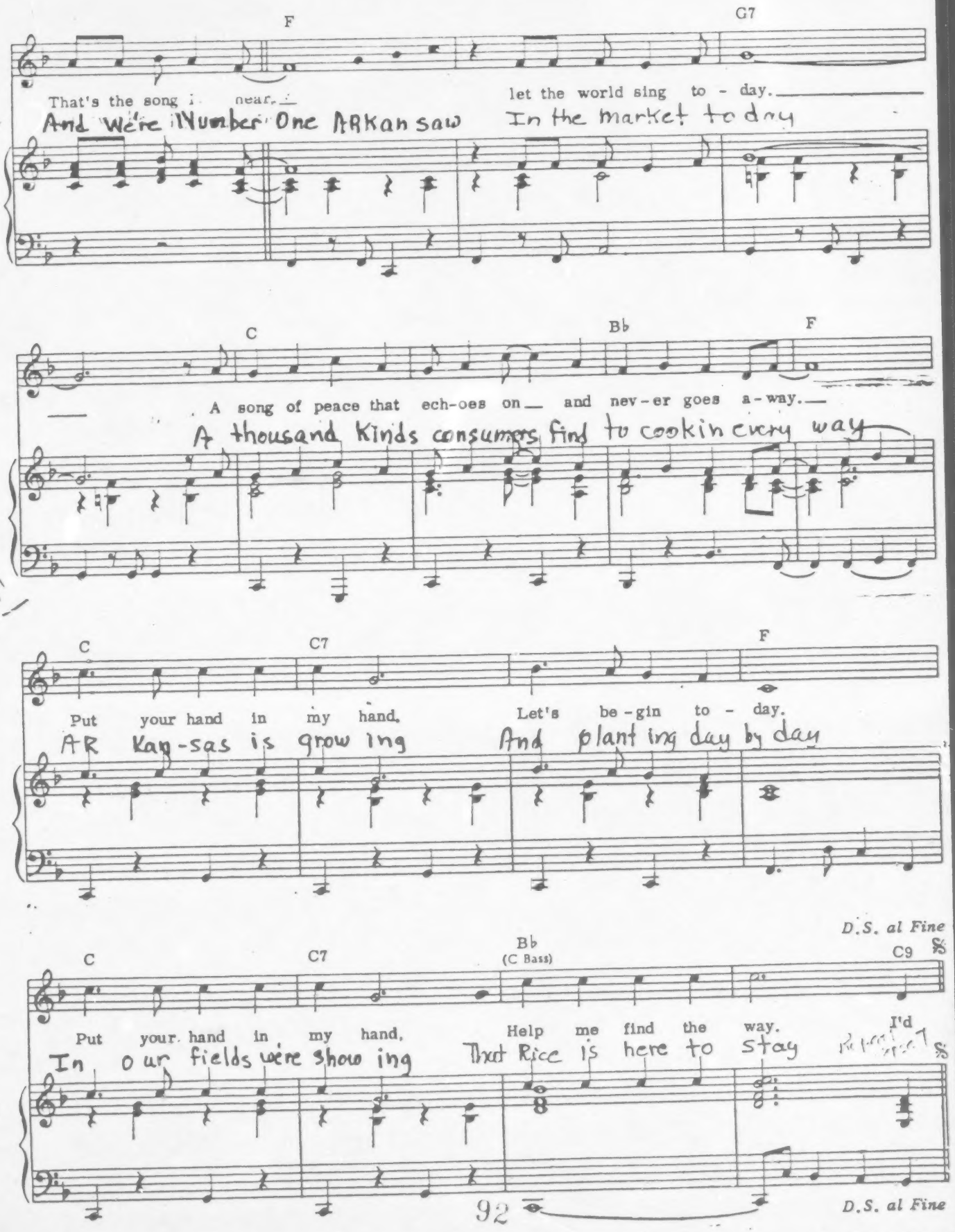

C
Bb
like to hold it in my arms and keep it com - pa - ny.
grow the frost from coast to coast producing by the tone
F
I'd like to see the world for once all
G7
C
stand - ing hand in hand, And hear them ech - o through
Bb
F
Fine
the hills for peace through - out the land.
Fine
91


F
G7
That's the song i near.
let the world sing to - day.
And We're Number One ARKansaw
In the market to day
leave out
C
Bb
F
A song of peace that ech-oes on and nev-er goes a-way.
A thousand kinds consumers find to cookin every way
out
C
C7
F
Put your hand in my hand,
Let's be-gin to - day.
AR Kan-sas is grow ing
And plant ing day by day
D.S. al Fine
C
C7
Bb
(C Bass)
C9
Put your hand in my hand,
Help me find the way.
I'd
In our fields we're show ing
That Rice is here to stay
D.S. al Fine

CHICKENNOMICS AND THE TRAVELING RICEGRAINS

Review by: Sara Day, Creative Consultant

Opening night on Broadway was not anticipated more anxiously that the opening performance of 'Chickenomics and the Traveling Ricegrains'. This play, written and performed by Mrs. Fox's third grade class, was the culmination of a year long study of economics.

The first performance, at 9:30 a.m. on Thursday, May 20, 1982 in the school library, served as the only full length rehearsal the children had. Time and schedule did not permit the use of the piano. Small groups of children practiced their scenes at free play and during reading class since the play began as an enrichment for the slower readers who had requested to do the play 'The Little Red Hen', written by Helen Worley and published in The Grade Teacher Magazine, March, 1972. When the children in other reading groups begged to be included in the performance, they were told to research information and write their own parts for other scenes.

The first performance opened to a standing room audience of kindergarten, first and second grade students, parents and invited dignitaries. They included Dr. Tom McKinnon, director of the Bessie Moore Center for Economic Education, special service people and relatives of the students. The class added a second performance at 1:30 p.m. to accommodate demands of other classes in the school who saw all the pre-production activities and requested to attend. The second performance was even more crowded, the audience spilled over onto part of the stage area. The superintendent of schools, Mr. Harry Vandergriff, director of Summer Economic Workshops, Dr. Phillip Besonen, from the University of Arkansas, out of town relatives of the students and

kindergarten to sixth grade children crowded into the small area to watch the children enjoy the rewards of their productive labor. Our school librarian saw the play practice and considered it as meat for a video tape. She taped the play in a rather noisy setting. It is scheduled to be shown on the local t.v. open channel during the month of July.

What began as a project to learn basic economics grew and grew into a tremendous stew. In the study throughout the year, the children's interest focused on the product which is produced closer to home, poultry. Rice, as a natural side dish to chickens and another Arkansas product, completed the coverage of two major products of our state and brewed a learning experience that will create nostalgic memories for third graders of Asbell School.

BIBLIOGRAPHY of BOOKS CHILDREN READ

Call No.	Author/Title/Publisher	Grade Level
	Anderson, Hans Christian; The Woman With the Egg, Crown Pub. Co., 1974	E
330	Armstrong, Louise; How to Turn Lemmons Into Money, Harcourt Brace, 1976	P
330	Armstrong, Louise; How to Turn Up Into Down Into Up, Harcourt Brace, 1978	P
	Baker, Eugene; Workers Long Ago, Children's Press	P
838	Barr, Jene; Mr. Zip and the U. S. Mail Albert Whitman, Co., 1964	P
	Bartlett, Susan; Libraries, Holt Rinehart Winston	P
641	Berger, Melvin; The New Food Book T. J. Crowell Co.	P-I
	Bowman, Kathleen; New Women in Media, Childrens Press, 1976	P
	Brenner, Barbara; Cunningham's Rooster, Parents Magazine Press	E
	Brownstone, Cecily; All Kinds of Mothers McKay Pub. Co.	P
	Burch, Robert; Two That Were Tough; Viking Press	P
	Claymer, Eleanor; Me and the Eggman, E. P. Dutton Co., 1972	P
	Cole, Joanna and Wixlet, Jerome; A Chicken Hatches, William Morrow Co. 1976	P
	Cosgrove, Margaret; Eggs and What Happens Inside, Dobb, Mead Co. 1966	P
	Dahl, Ronald; Charlie and the Chocolate Factory, Alfred A. Knopf, 1964	P-J
	Darrer, Anthony; Rumpelstiltskin; Readers Digest Services, 1976	P

Call No.	Author/Title/Publisher	Grade Level
	De Jong, Mundirt; Along Came a Dog, Harper Row Co.	E
	De Paola, Tomie; Helga's Dowry, Harcourt Brace Co.	P
	Farseth, Lonia; Special Egg, School Book Fairs, Inc.	E
398	Galdone, Paul; Henny Penny Seaburg Press, 1968	E
	Galdone, Paul; The Little Red Hen, Sexbury Press, 1973	E
	Garelick, Mary; What's Inside? Scholastic Book Service/Doubleday Co.	E
	Ginsburg, Mirra; Chick and the Ducklings, MacMillan Co., 1972	E
321	Gordon, Dorthy; You and Democracy, E. P. Dutton Co., 1966	P
383	Green, Carla; Postal Service; I Want to Be a Postman, Children's Press, 1958	E
	Hartilius, Margaret; The Chicken's Child, Scholastic Book Svc./Doubleday Co.	E
	Holms, Helen; Let's Twitter About Litter, Arkansas Department of Education	
383	Hinds, Al and Alcorn, John: A Letter to Anywhere, Harcourt Brace, 1965	P
811	Hoban, Russell; Egg Thoughts Harper Row Publisher	P
636	Humphrey, Henry; The Farm, Doubleday, 1978	P
	Johnson, John. E.; Rickety, Rackety Rooster,	E
	Kent, Jack; The Egg Book, Scholastic Book Service	E
	Krasilovsky, Phyliss; The Man Who Tried to Save Time, Doubleday, 1979	P

Call No.	Author/Title/Publisher	Grade Level
	Kraus, Robert; Another Mouse to Feed, Windmill Books, Inc., 1980	P
591	Lauber, Patricia; What's Hatching Out of That Egg, Crown Co., 1979	P
	Little, Mary E.; ABC for Library, Atheneum, Inc.	E
	Lobel, Arnold; How the Rooster Saved the Day, Greenwillow Pub. Co., 1977	E
	Lufton, Betty Jean; The Dwarf Pine Tree Atheneum Pub. Co.	P
330	Maker, John E.; Why We Must Choose, Watts Pub. Co., 1970	I
	Mari, Iela and Enzo; The Chicken and the Egg. Pantheon Books	I
	Marnell, James; Labor Day, Crowell Pub. Co., 1966	P
	Merrill, Jean; The Toothpaste Millionaire, Houghton Mifflin, 1972	P
	Milhous, Katherene; The Egg Tree, Scribners, Inc.	E
331	Moncure, Jane Belk; People Who Help People, Children's Press, 1975	P
342	Morris, Richard B.; The First Book of the Constitution, Franklin Watts, Inc., 1958	P
	Pape, Donna Lugg; Dog House for Sale, Champayn Garrad, 1979	P
	Parish, Peggy; Too Many Rabbits, MacMillan, 1974	P
	Perkins, Al; King Midus and the Golden Touch	P
	Pinkwater, Manus; The Hoboken Chicken Emergency, Prentis Hall, Inc.	E
	Pringle, Laurence; Our Hungry Earth; The Economy, World Food Crisis, MacMillan, 1976	P
641	Reedman, Sarah; Food for People, Abelard-Schuman	P-I
330	Riedel, Manfred G.; A Kid's Guide to the Economy, Prentice Hall, Inc., 1976	P-I

Call No.	Author/Title/Publisher	Grade Level
301	Ross, Pat; What Ever Happened to the Baxter Place, Pantheon, 1976	P
636	Schloat, Warren; The Wonderful Egg, Charles Scribners	P
331	Scarry, Richard; At Work, Golden Press, 1976	P
641	Scheib, Ida; The First Book of Food, Franklin Watts, Inc., 1974	P-I
	Sedah, Maurice; Chicken Soup with Rice, Harper Row	E
641	Shannon, Terry; About Food and Where it Comes From, Melmont Pub. Co.	P-I
383	Shay, Arthur; What Happens When You Mail a Letter, Rielly and Lee Co., 1967	P
	Slobodkina, Esphyr; Caps For Sale, Addison Wesley Pub. Co., 1968	P
	Smith, Lucia B.; My Mom Got a Job, Holt Rinehart Winston, 1979	E
664	Tannebaum, Beulah; Feeding the City, McGraw Hill, 1971	P
	Watts, Franklin; Rice, Children's Press, 1977	P
	Wilson, Harmon W.; Life on Paradise Island, Lothrop, 1972	A
323	Wise, William; American Freedom and the Bill of Rights, Parnets Magazine Press	P
	Young, Ed; Bo Rabbit Smart For True People Come to South Carolina as Slaves	P

MOVIES: 16 mm Arkansas State Department of Education

Call No.	Title	Concept	Grade Level
323 C	Choice	(opportunity costs) 1978 Trade Offs, Agency for Instructional TV	4-6
323 W	Malcolm Decides	(Decision Making) 1978 Trade Offs, Agency for Instructional TV	4-6
865	The Mailman	(Public Goods and Services)	P-I
875	Poultry on the Farm	(Developing and Hatching Chicks on a small farm)	P-I
1352	Our Post Office	(Goods and Services)	P-I
1524	The Little Rooster Made Sunrise	(Provides Service)	P-I
1556	What Does Our Flag Mean	(Decision Making)	P-I
1559	Economics - It's Elementary	(Wants, Needs, Specialization)	P-I
1569	Arithmetic in Food Stores	(Comparitive Buying)	P-I
1600	Our Class Works Together	(Problem solving and planning)	P-I
1601	Mothers-What They Do	(Economics of working Mothers)	P-I
1629	We Want Goods and Services	(Goods and Services)	P-I
1630	We Make Choices	(Decision Making)	P-I
1631	Our Productive Resources	(Limited Resources, Natural)	P-I
1638	The Tree	(Natural Resources)	P-I
1679	Why People Have Special Jobs	(Specialization)	I
1684	Our American Flag	(Patriotism)	P-I
1703	Who Needs Rules	(Getting Along Together)	I-J
1714	Land, Labor, Capital	(Farming and Productive Resources)	P-I
1727	An Egg Becomes A Chick	(Farming Resources)	P-I

MOVIES (con't)

Call No.	Title	Concept	Grade Level
1745	Rumpelstiltskin	(Goods and Services)	P
1748	Division of Labor	(Mass Production, Specialization)	P-I
1717	Schools and Learning	(Responsibility for learning)	P
1843	Beginning Responsibility	(Personal Responsibility)	P-I
1846	Soybeans, The Magic Beanstalk	(Production)	I-J
1853	Courtesy, a Good Eggsample	(Values)	P
1856	Education, Why Math	(Everyday math, application)	P-I
5038	Food Around the World	(Production)	P-I
5749	Rice, America's Food For the World	(Techology in Production)	I-S
5766	The City	(Land, Labor, Capital, Planning)	P-I
5779	The Philippines	(Land, People, Agriculture)	I-S
5959	Everyone Helps in a Community	(Interdependence)	P-I
6029	The Library	(Services)	I
6459	What Liberty and Justice Mean	(Economic Goals)	I
6503	Why Fathers Work	(Services)	I
6596	The Emperor's New Clothes	(Fradulent sales techniques)	K-P
6597	The Lorax	(Ecology)	P
6611	Most Improtant Person	(Getting along)	K-I
6795	Soopergoop	(False Advertiseing)	P
6797	Chick, Chick, Chick	(Services)	P
6805	Classifying	(Relationships)	P-I
7048	Choosing What to Buy	(Decision Making, Opportunity Costs)	P-I
7072	Chickenomics -- A Fowl Approach to Economics	(Providing Services, Specialization)	I-S

MEDIA

Call No.	Title	Concept	Grade Level
Video tape 92 K	His Arkansas Land Winthrop Rockefeller		
Kit 330 W	Winnie the Pooh and the Value of Things	(Planning, Choice making)	K-P
Filmstrip 330 E	Basic Concepts in Economics BFA 1973	(Decision Making)	P
Filmstrip 330 P	Primary Economics BFH 1976	(Goods and Services)	P
Study Prints 371 S	School Friends and Helpers	(Interdependence	P
Kit 398 Ten	Jack and the Beanstalk	(Barter and Trade)	P
Kit 398 Eig	The Emperor's New Clothes	(Fraudulent Sales technique)	P
Filmstrip Easy L	Little Red Hen	(Productive Labor)	P
Filmstrip 630 L	Life On a Farm	(Production, Services)	P-I
Filmstrip 636	The Story of Eggs	(Production)	P
Cassette Recording 383	Getting to Know the Post Office	(Services)	P-I
Transparencies	Basic Economic Concepts		P-I
Filmstrip 636	From Egg to Chick		

FREE AND INEXPENSIVE MATERIALS

The Story of Bread;	Continental Baking Co. P. O. Box 731 Rye, New York 10580
Facts About American Rice The Fourth R - Rice American Rice in the Diet Ricecraft	Rice Council of America P. O. Box 22802 Houston, Texas 77027
People on the Farm (Broilers);	U..S. Department of Agriculture Office of Governmental and Public Affairs Room 530A, US Dept. of Agri. Washington, D. C. 20250
Tourism in Arkansas (Packet);	Arkansas Dept. of Parks and Tourism One Capital Mall Little Rock, AR 72201
Poultry Information;	Cooperative Extension Service U of A Division of Agri. Fayetteville, AR 72701
Tyson's books, charts and resource people	Tyson Foods, Inc. 2210 West Oakland Dr. Springdale, AR 72764

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No. 4, Pg. 13, Nov. 1980

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The Three R's Demand a Fourth (Reasoning)
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Ridgewood Rd., Jackson, Miss., 39205

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Univ. of Deleware, 1978
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Concepts and Bulletin Board Ideas
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Little Rock, AR 72201

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(Planting Rice Song)
Teacher's Edition
Science Research Associates, Inc. 1965

Tiekin, Nancy — Learning for Fun and Profit;
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Darrell Lewis, Donald Wentworth, Robert
Reinke, William E. Becker, Jr.

Audiovisual Materials for Teaching Economics;
Third Ed.; by Charlett T. Hunter, David
M. Nelson, John Farrell

Learning Economics Through Children's
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From the Joint Council on Economic Education (con't)

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Arkansas Council of Economic Education
State Department of Education
Little Rock, AR 72201

Economy Size;
Goodyear Publishing Co., P. O. Box 2113, Santa Monica, CA 90401

Economic Action Pack;
Illinois Council of Economic Education, Box 2594,
Chicago, Ill. 60690

Basic U. S. Economic Concepts; VMI Teachers, Social Studies Department, Campbell High School, Campbell, CA